

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.

The remote curriculum: what is taught to pupils at home

We aim to provide full Remote Learning from the outset. However, it is unlikely that “Live Lessons” will be scheduled in the first two days of this provision.

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

All lessons will be set on the Google Classroom (GC) platform for all students. Work will be set for all lessons on students’ timetables. Students will be issued with a “spare” exercise book on the last day in school (where possible) to ensure they can work at home effectively. Other than any “live” content, lessons will be uploaded, and scheduled for students, by 8am of the day the session is normally timetabled. Work should generally be completed on the day it is set, but there is some flexibility provided (other than Live Lessons) to help families share computer resources in the home, and help facilitate healthy remote learning practice (to include regular outside exercise during daylight hours for example)

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, there will be some adaptations in some subjects regarding the order in which this is taught. For example units which are more appropriately delivered through home learning might be taught now rather than later. Practical subjects in particular may change the order in which units are taught.

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 3 Students	5 hours
Key Stage 4 Students	5 - 5½ hours
Key Stage 5 Students	5½ - 6 hours

Accessing remote education

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

All remote learning will take place via GC. Parents and students will be contacted to explain how to do this, with ongoing support and guidance in doing so.

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 endeavour to make sure ALL students have access to on-line learning. We have already identified students who need equipment and have issued this to those students through a variety of loan schemes. This is complete for students with no equipment, and is being completed for those who are sharing equipment.
- If any student is in need of equipment, parents/ carers should contact their child's Form Tutor and/ or Achievement Coordinator.
- Equipment available for loan (as directed by Academy staff) includes laptops, desktops and dongles.

How will my child be taught remotely?

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

All students will receive on-line provision through GC including:

- Instructions and worksheets
- Links to on-line resources (Videos, Oak Academy, Seneca etc)
- Loom videos of the class teacher
- Google Quizzes
- Marking and feedback sessions
- Live lessons (parents/ carers have provided consent for this; those who have refused consent will not be admitted to these lessons)

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 should:

- Engage fully with learning that is set and aim to complete all work on the day it is set (and certainly by the due date specified by the teacher)
- Try their hardest with the work
- Communicate with all staff and students in a polite and respectful manner, conducting themselves as they would in school

Parents/ carers should:

- Aim to provide students with a quiet, appropriate environment in which to work
- Engage positively in weekly contact from Tutors
- Provide encouragement for students to engage in work
- Contact the child's Tutor to discuss any concerns you may have.

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

- Class teachers will keep a record of work submitted by students and inform the child's Tutor if there are concerns over engagement with work.
- During the weekly contact home from Tutors, any concerns raised by class teachers will be discussed.
- Class teachers may also email or contact home to discuss issues with engagement with work as appropriate.
- If there is an ongoing concern, Achievement Coordinators and Tutors may make additional contact home (through emails or phone calls) to discuss these.

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 powerful tools for feedback on pupils' remote learning. Our approach to feeding back on pupil work is as follows:

- Key individual pieces of work submitted via GC will be assessed by teachers through the platform.
- Samples of submitted work will be assessed to inform the next stages of learning.
- Live lessons will provide the opportunity to assess the progress students are making and adapt provision as necessary.
- Individuals will receive feedback on their work at a minimum every 10 lessons.

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:

- All families with students on the SEND Register will be contacted though out a period of remote learning at least every two weeks by the SEND Manager to ensure students can assess learning. This is in addition to the contact by the Tutor.
- All students will also be allocated a keyworker who will contact them at least weekly to give support with learning.
- All students will have contact emails for their 'keyworker' so they can contact them if they need academic support.
- These 'keyworkers' will support students with remote work by contact over email, phone or remotely.

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?

Self-isolating students will have access to the work and materials used by their counterparts in school (they can access this as "materials" via GC). They should submit their work through GC and this will be assessed by the class teacher to provide feedback, and evaluate progress. Students will be encouraged to ask for advice/ guidance and extra explanations as required from the class teacher.