



# Remote Education Provision

## **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 during a period of school closure due to a government directed national lockdown or 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**

### **What should my child expect from remote education?**

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, some adaptations will need to be made to the method of delivery for some subjects to recognise a lack of specialist equipment at home. For example, practical subjects such as P.E. and art may require adaptations to allow pupils to complete their learning at home.
- Students will have resources provided which match their normal timetable of lessons
- Pupils will be set work to complete independently at home (assignments) that is ambitious and challenging
- Pupils will receive feedback and praise from staff for assignments that are returned by students at least weekly
- Feedback may be given in live lessons, through the use of online self-marked retrieval quizzes or whole class feedback
- Students will receive frequent and clear explanations of new content, at KS4/5 delivered through live lessons and at KS3 through recordings of teacher explanations or links to videos. A small number of live sessions will be available to KS3 to engage them in learning.
- Pupil engagement in remote education will be recorded weekly by all teachers, where engagement is a concern parents will be informed by MyEd at least weekly. Attendance at all live lessons is recorded.
- Class teachers will contact students by email to remind them of the expectations for remote learning at home where engagement is poor
- Class teachers will assess pupil progress with remote learning to allow them to adjust the pace or difficulty of what is taught, where necessary simplifying explanations to ensure pupils' understanding

## 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 (years 7-10)	All students will have work set that should take an equivalent length of time to complete to the core teaching they would receive in school
Secondary school-aged pupils working towards formal qualifications this year (year 11)	<p>All students will have work set that should take an equivalent length of time to complete to the core teaching they would receive in school</p> <p>All students should expect to complete independent study and revision that prepares them for formal examinations using the revision guides and workbooks provided by the school</p>
Sixth Form Students	<p>Post-16 students will undertake a programme of remote learning which follows their Sixth Form timetable. All students will complete a 15-20- hour learning week (dependeing on the number of courses students are studying). This approach will ensure no learning hours are lost and that students receive a high-quality education.</p> <p>In addition to this, students may be expected to complete one piece of assessed learning per subject per week. This will be assigned and marked by their subject teacher and may include completing NEA/coursework components (should this be required by awarding bodies).</p>

## Accessing remote education

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

#### Accessing remote learning for years 10 - 13

Remote learning for these year groups will take place via Microsoft TEAMS. Students are expected to follow their normal timetable through live lessons streamed on Microsoft TEAMS. The sessions will include live discussion of new content and explanations. The teacher will then set independent work for the students to complete for the rest of the session which they will return to the teacher for marking and feedback via TEAMS. If a teacher is absent, lesson resources will be available on TEAMS for students to work through independently.

Once this Microsoft TEAMS app has been downloaded, students can access their live lessons by logging in and clicking "join" to the lesson session set up by their class teacher.

The login details for this app are:

Username: The students email address

Password: The password they use in school to login to the school system

If students have any problems accessing Microsoft TEAMS, they can contact their Head of Year for support. Students are reminded that all live sessions on TEAMS are recorded for safeguarding purposes.

#### Accessing remote learning for years 7-9

Remote learning for these year groups will take place via Microsoft TEAMS. Students are expected to follow their normal timetable by watching the recorded sessions and video resources and completing the assignment materials provided on SharePoint. A small number of live lessons will be available for KS3 students to engage them in learning. To access these resources students should download the Microsoft TEAMS app and log in to see their classes. When students click on each class they will find their class resources in the files, assignment or notebook section. Where live lessons occur students will receive notification of an invite to a live lesson in their email inbox. Students need to click "join" to enter the lesson session set up by their class teacher.

The login details for this app are:

Username: The students email address

Password: The password they use in school to login to the school system

If students have any problems accessing Microsoft TEAMS, they can contact their Head of Year for support. Students are reminded that all live sessions on TEAMS are recorded for safeguarding purposes.

The student should upload their completed work to TEAMS as directed by their class teacher to receive feedback on their progress and support their learning. Students can complete work on paper or in workbooks and this photographed and uploaded to TEAMS for feedback. They will be able to contact their teacher by email for support and message their teacher on TEAMS.

## **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:

- The DFE provided the academy with a small number of laptops and the academy purchased further devices so that all pupils who indicated they did not have access to an electronic device to complete their learning were loaned one for the year. These laptops have been already allocated and loaned to students. The academy have repurposed a small number of academy laptops that can be loaned to students for the duration of a period of school closure or isolation upon request to the head of year.
- The DFE provided the academy with a small number of internet dongles and the academy purchased further devices so that all pupils who indicated they did not have access to the internet to complete their learning were loaned one for the year. These dongles have been already allocated and loaned to students.
- Where pupils are unable to access the remote education resources described above, pupils should use the revision guides and workbooks purchased by the academy for all pupils in September 2020. Parents and pupils may contact their class teacher or the curriculum director to determine the appropriate pages to work through which match the curriculum content taught to their peers. The teacher and curriculum director can provide further instruction on how to use these resources independently at home to learn. The teacher and curriculum director can provide feedback to work completed when the student or parent photographs the relevant work and workbook pages and emails these to the class teacher.
- Where pupils are unable to use the workbooks or revision guides, for example through loss of these items, the curriculum director for that subject can organise for paper copies of resources to be posted to students. The teacher and curriculum director can provide feedback to work completed when the student or parent photographs the relevant work and emails these to the class teacher.
- Where parents and students are unable to email completed work, they can return the work to the academy reception to enable staff to provide feedback to students.
- All Post-16 students were provided with a device to ensure they can learn from home at the start of the year. If devices incur a fault, we ask that students communicate this issue with the Sixth Form Team who will organise a replacement.

## How will my child be taught remotely?

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

- live teaching (online lessons) for years 10-13, with a small number available for students in years 7-9
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) for years 7-9
- textbooks, workbooks and reading books pupils have at home
- printed paper packs produced by teachers (e.g. workbooks, worksheets) where pupils are unable to access the above
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## 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 pupils in years 10-13 to attend the online live lessons. All pupils should engage with the lesson, using paper and a pen to take notes throughout. All pupils should resist distractions during live lessons, including social media and messaging/phone calls. All pupils should complete all independent work set, requesting support from staff by email where it is needed and returning completed work to their teacher for feedback
- We expect that all pupils in years 7-9 watch the recorded materials provided, using pens and paper to take notes on new content, re-watching material as necessary. Students should contact their class teacher where they need support understanding new content, via email. All pupils should resist distractions during their lesson time, following a typical school day timetable. All pupils should complete all independent work set, returning completed work to their teacher for feedback. We strongly encourage pupils to attend and engage all available live lessons, however, a parent is required to accompany a student to a live cook along lesson for health and safety reasons. Where the parent is not available to attend, the student should not join the session.
- Parents should provide a quiet working space for their children, with limited distractions where possible
- Parents can support pupils to engage in remote learning by setting clear routines and expectations, removing phones where these are not being used for lessons or restricting access to some app's on phones during lesson time
- Parents can support pupils to engage in remote learning by regularly praising and rewarding their effort for completion of remote learning
- Parents can contact heads of year or classroom teachers to access support for students who are struggling with difficult content at home.

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

- Class registers will be taken for all online lessons
- Staff will record pupil engagement weekly and determine this through assessment of the quality and quantity of work that is returned by the students
- Year teams, class teachers and SLT will report concerns regarding engagement with remote learning to parents through email, letters on MyEd and phone calls

## **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 may be given in live lessons, through the use of online self-marked retrieval quizzes or whole class feedback
- Staff may email students directly to highlight strengths and areas for improvement or contact them with feedback through the TEAMS app

## **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:

- If students with SEND are unable to access live lessons or the video recordings, they can complete work using their workbooks and revision guides as directed by their class teacher.
- The parent can contact the HOY to organise setting of simplified work in workbooks or appropriate paper resources where these are needed. Curriculum directors will organise the setting of simplified work.

## **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?**

All class teachers upload the resources for their lessons each day onto Microsoft TEAMS (years 7-11). Isolating pupils can therefore complete the same work as that of their peers in the classroom and return the work via TEAMS to the class teacher for feedback.