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 where national or 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

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?

Where a student is individually self-isolating work will be set via Microsoft Teams by their normal classroom teacher.

Where a large group of students are sent home during the day as a result of being identified as a close contact of someone who has tested positive for COVID-19, their teachers will set work via Microsoft Teams. If they are sent home part way through the school day, work will become available within 24 hours of being sent home.

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, in practical subjects such as PE, Science, Technology, Art etc we will deliver the theoretical elements of the course and/or provide appropriate practical activities that are accessible by students from home.

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	6 live* lessons each day lasting 50 minutes each
Key Stage 4	6 live* lessons each day lasting 50 minutes each
Key Stage 5	18 live* lessons per week + structured independent work each week

*Live lessons are the normal method of delivery but are subject to external parameters such as connectivity issues or staff absence. Live lessons may involve direct instruction, an assignment or a pre-recording with a teacher available via Teams for support. Every attempt will be made to deliver live lessons and independent work will be posted via Microsoft Teams as an alternative where staff are not available.

Accessing remote education

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

Students access all online remote education via their Microsoft Teams account. Where instructions may differ, students and parents will be emailed.

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:

All students have been surveyed to assess their ability to access remote provision on an individual laptop or tablet. Where a student does not have access to their own laptop or tablet we have:

- Workbooks & revision guides available for students to use
- A range of chrome books and DfE issued laptops to lend to students
- A small number of dongles to provide internet access
- Access to the DfE scheme to boost internet access

Please contact your child's pastoral leader if you need support with access to remote provision.

How will my child be taught remotely?
We use a combination of the following approaches to teach pupils remotely:

Students will be taught live via Microsoft Teams. Staff continually explore new platforms to engage students with learning, including some of the following examples:

Nearpod

Teachermade

Complete Maths

GCSE Pod

Kahoot

Students will be signposted to these platforms via their normal Microsoft Team.

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?

All students are expected to attend all online lessons and be present promptly. Attendance is monitored and registers are taken by the subject teacher. Students are expected to complete work within the lesson and submit work as and when required. If students fail to engage with their learning or meet the remote learning expectations we will follow up in line with our Remote Learning Expectations guidance.

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

Staff check engagement via Insights on Microsoft Teams. If a student fails to engage with remote learning or meet the remote learning expectations we will follow up in line with our Remote Learning Expectations guidance.

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:

Pupil will receive verbal feedback during lessons and written feedback on their work, where appropriate, in line with the academy's marking and feedback policy for each subject.

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:

We will work closely with our families and students who have additional learning needs and require additional support with remote learning. The level of support offered will be based on an individual basis and discussed with our SENDCo to decide what the most appropriate level of support would be.

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?

Students who are individually self-isolating work will be set via Microsoft Teams in line with the normal curriculum.