

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.

1. 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?

Within the first few days of students, bubbles or cohorts being sent home to self-isolate should expect the following:

- Tasks and resources for the lessons following students' timetables uploaded to Google Classroom with work for the first few days in the first instance
- Physical copies of work provided to students with limited ICT access to take 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?

Lessons follow students' timetables and are taught live from Google Classroom. Form Time runs from 8.40-9.00.

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 more performance-based subjects. For example:

- Physical Education has been adapted to focus more on wellbeing and personal fitness, with less of an emphasis on team sports.
- In the Performing Arts (Drama, Dance and Music), the same curriculum is taught, but the order of units has been adapted to accommodate more solo performance than group or ensemble work.

2. Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

- Students are expected, where possible, to work for the duration of a school day as per their timetables. This means:

In Key Stage 3 (Years 7-9)

From 08.30-2.50.

Plus: an additional 45 minutes per subject per week (revision/ practice/ Independent Learning Booklets/ project work/ weekly homework tasks).

In Key Stage 4 (Years 10 and 11)

From 08.30- 2.15

Plus: attendance of catch-up/ intervention sessions for targeted students.

Plus: a minimum of one hour per subject per week.

In Key Stage 5 (Years 10 and 11)

From 08.30- 2.15

Plus: attendance of catch-up/ intervention sessions for targeted students.

Plus: a minimum of two hours per subject per week.

- This means roughly **5 hours of remote learning per day**, in addition to independent learning expectations. When home circumstances make this very difficult to achieve, a more flexible arrangement can allow, where work can be completed outside of lesson hours through access to video-based resources.
- For students with SEND, support is in place from class teachers and the SEND team for managing the demands of working for extended periods remotely, and adjustments are made in line with students' specific support plans.
- During a timetabled lesson, there is an expectation that live, teacher led instruction forms a significant proportion of the time. This means at least 30 minutes out of a double (KS3) lesson, and at least 1 hour out of a triple (KS4/ 5) lesson. The remainder of the time is for student-led work in the virtual classroom, completed live and monitored in real time by the teacher.
- It is not best practice to teach a large 'chunk' of 30 or 60 minutes and then hand over to the students. Lessons will often involve short explanations, questioning, checking, setting students off on

tasks of varying length and bringing the class back to provide feedback.

3. Accessing remote education

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

- All lessons, materials and tasks will be uploaded to Google Classroom, via students RM Unify account. Students will access the live lesson via the meet link on the banner at the top of their Google Classroom.
- Assignments and tasks will be set on the Google Classroom platform and will be submitted there by students. Other types of assessment, such as quizzes will be also set through the Google Classroom suite.
- Students will also have access to a range of other online learning platforms for their different subjects (e.g. Hegarty, Educake, Linguascope). Links and login details will be provided on students' Google Classrooms.
- Independent learning Booklets and Cross-curricular projects (years 7 and 8), as well as certain booklets for other year groups will be uploaded to Google Classroom with guidance, as well as sent home to students.

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:

- Detailed information is kept and regularly updated on students access to PCs, laptops and internet access.
- Governmental funding has been used to access a supply of Chromebooks, tablets and other devices, as well as temporary routers and data access through a number of providers.
- When an access issue is communicated (normally to the form tutor in the first instance), an IT access questionnaire can be carried out over the phone and temporary access to IT resources can be arranged.
- Chromebooks and other devices can then be collected from the

school reception by a parent, upon completion of a loan agreement.

- Students can also access printed materials (which will be mailed out) if needed if they do not have temporary online access or need to work from paper for any other specific reason.
- Pupils using hard copies can submit work by taking photos on their phones and texting or emailing them to their teachers. Teachers are then able to make phone calls home to provide formative feedback.

4. How will my child be taught remotely?

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

- Live teaching (online lessons). This is the main form remote learning will take.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) will also be used to supplement live teaching.
- Printed paper packs produced by teachers (e.g. workbooks, revision guides) will be sent out to pupil as needed to support remote learning, and in a minority of cases, students will work primarily from these.
- For Years 7 and 8, Independent Learning Booklets and Cross-Curricular Projects will be uploaded to Google Classroom and the school website, as well as being mailed home to students.
- Textbooks and reading books pupils have at home will also support online learning. Textbooks are more likely to feature in Key Stages 4 and 5.
- Commercially available websites supporting the teaching of specific subjects or areas, will include video clips or sequences, and bought-in learning platforms (e.g. Hegarty, Educake).
- Long-term project work and/or internet research activities will feature, but will form a large part of online learning.

5. 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?

It is an expectation that students engage as fully as possible in their remote learning, so as to gain the full benefit.

For students, this means:

- Joining all online lessons punctually, including form time.
- Remaining 'present' for the entirety of the lesson, preferably sat at a desk with all the necessary equipment to hand.
- Interacting with the teacher and fellow students as instructed, either orally or through the chat function.
- Maintaining a polite and professional tone with teachers and peers throughout and displaying appropriate online behaviour.
- Completing all online work to a good standard and submitting it promptly as instructed.
- Ensuring that incomplete work is completed and resubmitted at an agreed time.
- Asking relevant questions and seeking help and support appropriately to ensure work is completed to the best possible standard.

For parents this means:

- Setting routines that support your child's education and ensure that they are able to meet deadlines and maintain good online attendance and punctuality.
- Providing a learning environment as conducive to remote learning as possible. Access to a quiet work space.
- Engaging in dialogue with your child as much as possible throughout the remote learning process.
- Communicating any concerns or queries regarding remote learning through the appropriate channels, as per the home-school agreement.

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

Attendance to form time and lessons is monitored daily by classroom teachers. If a child does not log into the Google Classroom, this will be counted as non-attendance and will be followed up by an email or phone call by the class teacher in the first instance.

If a student has logged in but produces no work and gives no indication of being present through a complete lack of activity, this is likely to be also taken as non-attendance of a lesson.

A Home Learning Overview is completed weekly by tutors and teachers to identify attendance to form time, but also persistent concerns (i.e. repeated non-attendance/ non-engagement in lessons) which will then be raised with Heads of Faculty and Heads of Year.

Communication will take the form of a phone call, email or written letter. Please note that phone calls from school will often be from a withheld number, as staff are working from home.

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.

Feedback on work will take the following forms:

- Written comments/ annotation of students' work (at least twice per half term);
- Verbal feedback (1-1 or group) during online lessons (daily);
- Online quizzes, marked automatically;
- Video messages, giving individual or group feedback;
- Online platforms (e.g Quiz, Hegarty) that analyse performance;
- Individual voice notes posted to students;
- Whole-class feedback that highlights common strengths and areas for development;
- Peer feedback where the whole class discusses the strengths of a piece of work;

6. 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 work with families to deliver remote learning remotely for SEND students in the following ways:

- The school will remain open to all students with an Education and Health Care Plan, if they are not self-isolating. A rota of support is in school with Learning Support Assistants (LSAs) available to provide 1-1 support)
- All students with an Education and Health Care Plan are assigned a key member of staff from the SEND team. These students are regularly contacted (at least twice weekly) to support students in accessing the work
- Where students would normally be receiving in-class support from LSAs, this is achieved remotely by LSAs joining the Google Classroom for the student's class and assisting the student in accessing the work. This will include differentiating resources, breaking down/ simplifying work and creating a break of Google Classroom for small- group or 1-1 teaching .
- Certain intervention sessions outlined on students Educational Health Care Plans will continue to run remotely (e.g. Speech and Language Therapy, Counselling, EP assessments)
- Annual reviews and meetings with agencies will continue to run remotely.

7. Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education provided will differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

Please note the following:

- Work will be set on Google Classroom for students that cover the curriculum being covered in school. Physical materials will be sent home if necessary.
- Supplementary resources, such as video lessons from other sources (e.g. Oak National Academy) will be made available to support remote learning.
- Class teachers will make weekly contact with self-isolating pupils to ensure they are accessing work successfully and to also provide feedback on work submitted.
- Students will submit tasks electronically to teachers and feedback will be given in accordance with school policy.

- The remote work set will be quality assured so as to guarantee that the work set runs in line with the curriculum being covered and is well-sequenced, meaningful and ambitious.