

## **Remote education provision: information for Parent/Carers**

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education if local restrictions require entire cohorts 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 possible students will be given a work pack to take home with them for the first few days. This work pack will include English and maths work, and depending on the age of the child, a range of work for other subject areas such as option subjects for Key Stage 4 students and cross curricular project work for younger students. If it is not possible to give your child a pack, then we will either email you the work, deliver a work pack to your home or post the work pack 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 construction and motor vehicles, practical work is not possible remotely and so the remote curriculum in these subjects will focus on the theory aspects of the course.

### **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:

<b>Primary school-aged pupils</b>	We expect primary age students to be completing 4 hours remote learning per day. This learning will include English, maths and reading work as well as PSHE and project work and will be a combination of independent paper-based work, Teams lessons and online activities.
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<p><b>Secondary school-aged pupils not working towards formal qualifications this year</b></p>	<p>We expect Key Stage 3 students to be completing 5 hours remote learning per day. This learning will include English and maths work as well as PSHE and subject work such as music, humanities and art. It will be a combination of independent paper-based work, Teams lessons and online activities.</p>
<p><b>Secondary school-aged pupils working towards formal qualifications this year</b></p>	<p>We expect Key Stage 4 students to be completing 5 hours remote learning per day. This learning will include English and maths work as well as science (for KS4), PSHE and learning for their option subjects. It will be a combination of independent paper-based work, Teams lessons and online activities.</p>

### **Accessing remote education**

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

For students with internet access, work will be set over Teams or via email. Each pupil can be set up on Teams. For pupils without internet access, we will post or deliver work packs for completion at home.

#### **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:

If you do not have online access at home we ask you to contact your child's tutor or Head of Hub so that we can support you.  
 In some instances, we are able to lend your child an iPad or a laptop and we may also be able to supply a dongle or access to a BT hub.  
 For pupils who struggle with online learning we will post or deliver work packs for completion at home. When this is the case we will arrange for collection of the work so that it can be marked and assessed by your child's teachers.

#### **How will my child be taught remotely?**

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

All students have access to a class Team and this will be used to set work, to communicate with pupils and to host live teaching.

- All pupils will be invited to at least 3 live lessons per week, including PSHE and subject lessons.
- For Primary age pupils, the remainder of their learning time will consist of a combination of paper-based activities, and online tasks using the websites:
  - Phonics and reading- [https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&query=&type=book&age\\_group=&level=&level\\_select=&book\\_type=&series=Read+Write+Inc.#](https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&query=&type=book&age_group=&level=&level_select=&book_type=&series=Read+Write+Inc.#)
  - Film Making- <https://apps.apple.com/gb/app/puppet-pals-hd/id342076546>
  - Coding- <https://www.scratchjr.org/>
  - Science and space- <https://apps.apple.com/us/app/space-science-investigations-plant-growth/id1131254597>
  - Doodle Maths  
[https://students.doodlemaths.com/?\\_ga=2.118157388.411772669.1609856289-16927891.1604562690](https://students.doodlemaths.com/?_ga=2.118157388.411772669.1609856289-16927891.1604562690)
  - Memory Games-<https://www.helpfulgames.com/subjects/brain-training/memory.html>
  - <https://www.squiglyplayhouse.com/WritingCorner/StoryBuilder/>
  - <https://www.slideshare.net/year5thepines/thunks-9947392>

- Key Stage 3 and Key Stage 4 pupils will be set appropriate learning activities by each of their subject teachers. These activities will include:
  - Paper-based or worksheet activities set on Teams or in a work pack
  - Live teaching sessions
  - Use of subject specific websites and education resources such as:
    - All subjects - <https://senecalearning.com/en-GB/>
    - <https://www.bbc.co.uk/bitesize>
    - <https://www.thenational.academy/>
    - English - <https://www.doodleenglish.com/>
    - Maths - <https://www.mymaths.co.uk/>
    - <https://www.mangahigh.com/en-gb/>
    - <https://corbettmaths.com/>
    - <https://www.doodlemaths.com/>
    - Science -  
<https://learning.cambridgeinternational.org/classroom/course/view.php?id=3985>

### **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 to fully engage with their remote learning and to complete the tasks that are set for them.

We know that it is difficult for pupils to concentrate for extended periods of time and so suggest that the home-school day is structured with regular breaks in the learning and a clear overall structure. We suggest that the structure follows your child's in-school timetable.

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

LFs and/or tutors will contact you at least 3 times per week. This contact will usually be by phone although it may also be through a door-step drop off or collection of work or through a Teams meeting.

If we are concerned about your child's engagement in their learning, we will discuss this with you, with the aim of supporting you and your child with accessing their learning.

If you have concerns about your child's engagement, please discuss this with your child's tutor or LF.

### **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:

We ask that worksheets and online written work is returned to the school via email, Teams, or through the post. Teachers will mark and assess this work and provide feedback. If your child is working from a paper work pack, please return to your child's tutor who will pass it to their teachers for marking and assessment.

### **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 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:

- Ensuring that the work is pitched at the right level for all students
- Ensuring that the learning is available in a range of formats including online, paper-based and video
- Using communicate in print where appropriate to ensure that the learning is accessible
- Having the additional support of your child's LF
- Having the support of our Speech and Language Therapist
- Providing work using the school task planners so that there is clarity for both you and your child.

### **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 have a member of staff who is taking the lead on ensuring that self-isolating pupils receive the full range of learning. This staff member will liaise with your child's class teachers and ensure that the learning activities provided are in line with those of the rest of the class.

Ensuring that all students follow the curriculum and the planned sequence of learning ensures continuity when pupils return to school.