



Remote education provision: Information for parents

This information is intended to provide clarity and transparency to students, parents and 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 students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students at home

Our aim is to provide a structured school day online which, as far as possible follows the student's normal timetable and curriculum.

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

Lessons will be either by 'Live Lessons' in TEAMS or 'teacher explanation' lessons – lessons which are pre-recorded or have audio embedded into them.

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 aim to 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, it will not be possible for your practical and creative subjects to be able to deliver the curriculum in the way in which would deliver the curriculum if our students were at school.

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 – live lessons or prerecorded lessons remote and independent work will take students broadly the 5 hours day as stipulated by the DFE.



Accessing remote education

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

Students access their home learning through TEAMS. Their teachers will have provided pre-recorded lessons through TEAMS assignments by 9am or they will have an invitation to join a Live Lesson.

How to join a Live Lesson

Live lessons will be scheduled to begin at their 'normal' lesson time and students can join a lesson in 2 ways

1) Via Email

When a teacher sets up a live lesson students will receive an email invitation. At the bottom of the email there will be a link for them to join the lesson looking something like this:

Microsoft Teams meeting

Join on your computer or mobile app

Click here to join the meeting

Learn More | Meeting options

2) Through TEAMS calendar

When students log on to TEAMS they can click on the calendar tab at the left hand side of their screen

This will take students to their calendar where they will see their timetable. They simply click on the lesson and this will then give them the option to join the meeting.

Feedback

During this next period of lockdown students will be asked to submit work to be assessed through TEAMS. When students are asked to submit work students will be given guidance by their teachers.

Teachers will also inform you via Edulink when work will need to be submitted.

Their teachers will then provide feedback for this work through TEAMS, the frequency of this will be the same as if the students were in school.

What is TEAMS?

TEAMS is on an online platform which enables teachers to share resources, set assignments, provide feedback and deliver live lessons.

We will send out a simple users guide to enable you to get started.

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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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

If your child is struggling to access home learning please contact Mr. Chandler who will endeavor to provide support. However, it is important to note that we have limited resources and these will be prioritised for the use of our disadvantaged students.

We also have dedicated pastoral team who work with our disadvantaged students to provide them with the resources that they need to maintain their progress.

How will my child be taught remotely?

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

Our aim is to provide a structured school day online which, as far as possible follows the student's normal timetable and curriculum.

Lessons will be either by 'Live Lessons' in TEAMS or 'teacher explanation' lessons – lessons which are pre-recorded or have audio embedded into them.

These pre-recorded lessons were very successful during our first lockdown and enabled teachers to provide explanations about the lessons aim, the activities, provide feedback on tasks, enable teachers to encourage reflection on their learning, as well as modelling processes and structures, which are all key aspects of effective learning.

These pre-recorded lessons also give students the opportunity to pause and rewind teacher's explanation and work at their own pace.

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?

The expectation is that students should complete the work set by their teachers and follow their normal timetable of lessons.

However, we are fully aware that there are a number of barriers which may make this challenging for some of our students and families. This has led, during the last lockdown, to some students and families feeling overwhelmed and anxious about the volume of work being set and some students having to work long hours to complete work. In this situation, it is appropriate for families to make decisions about how much work should be completed and, students will not be sanctioned for not completing all the work set.

Students may be asked this week to submit work to their teachers and this will be done through TEAMS assignments, and parents and students will be notified through [EduLink](#).

How can Parents/Carers support:

Parents and Carers can support their children by helping students maintain routines. During our last lockdown our well-being survey told us that two thirds of our home learners lost confidence in their ability to learn. There are lots of ways in which parents/ carers and the school can work together to prevent this from happening:

- Be positive and inquisitive about what your child is learning
- Help them to recap what they have learned by asking them questions about how today's learning links with previous tasks.
- Routines are very helpful in getting things done and having a working routine in your child's day, that is adhered to, will reduce moans, increase work output and generally make the experience more positive.
- Mentally it is better for the students to get up and have their work routine in the morning. They can have down time later with a feeling of accomplishment and not have tasks still looming over throughout the day. This will also help prevent them becoming 'nocturnal', as many teenagers seem prone to do.
- You may be able to refer to relevant shared experiences you have had together, linking to prior knowledge significantly helps learners.
- Make sure they are looking after their well-being, keeping in contact with friends, getting outdoors and exercising every day, maintaining healthy sleeping and eating routines.
- The school will be in regular contact with students, staff will be checking in with students to see how they are doing on a one to one basis.
- Students find rapid changes confusing teachers will be providing regular feedback through live lessons and work that is submitted to maintain student teacher relationships

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

Engagement will be monitored through attendance to live lessons and through submission of work. Students will be asked to submit work to be assessed through TEAMS and Teachers will inform you via Edulink when work will need to be submitted.

If there are concerns about your student's engagement in their learning they will be contacted in the first instance by their classroom teacher.

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 student work is as follows:

Student's progress and understanding will be assessed through regular submission of work, approximately every nine lessons. This work will be submitted through TEAMS and the feedback for key pieces of work will also be provided through this online platform.

Students may also gain regular feedback on their knowledge and understanding through online platforms such as Doodle, Educake and Hegarty Maths.

Additional support for students 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 students, for example some students 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 students in the following ways:

Remote education for self-isolating students

Where individual students 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 students 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?

Is students are self-isolating their class teacher will email them the learning from their lessons by 9am each day.

When possible the teaching staff will invite students to join their lessons through TEAMS.

We appreciate that for students with additional needs managing the new online learning approach brings further challenges. It is important to reiterate what has been said about the length of time we are asking students to spend on a task, we do not want students stuck on tasks. Have a go and then email for assistance.

To help your child at home consider their visual experience on the computer. Changing the background colour, font and font size, looking up pictures, video clips, diagrams will all help make work more inviting and assist especially those who are not strong readers and writers.

The Learning Support Department has allocated specific teaching assistants to students with EHCPs, with whom they are making weekly contact, with support and guidance.

Students who work with Teaching Assistants in class can email them to seek explanation, clarification, further guidance etc.

If you have concerns about supporting your child with their work, because they have additional learning difficulties, do contact the Learning Support Department.

Mr Shinebourne, Deputy Special Educational Needs and Disabilities Coordinator, works with many of our students who struggle with communication, interaction and social difficulties including Asperger's and Autistic spectrum.

Mrs Duncumb, English teacher but also teacher with SEND responsibilities, has considerable experience working with students who have specific literacy learning difficulties.

Mrs Cornish, our Special Educational Needs and Disabilities Coordinator, manages the department and many of you will have had contact with her.