

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 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

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?

All work will be immediately available on Teams for all students. This will be in the form of PowerPoints that the students should work from, video links to external resources or to lessons from the Oak National Academy.

For isolation "bubbles" being asked to work from home (More than 10 students)

In addition to above an online session will be scheduled daily (to start on day 1 of isolation) this will be led by a member of the pastoral team and allow a live interaction in the form of a Teams meeting. It will be scheduled for 8.45am. Students are encouraged to engage with cameras on microphones (muted on arrival) to have a mental health check in opportunity and ask any remote learning questions.

For year group isolation groups

You will have a whole year assembly on Teams on day 1 of closure which will be scheduled at 8.45am.

Following this all normal lessons will be scheduled via Teams meetings and appear in your calendar to start on day 1 and will continue through the time you have been asked to isolate.

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, if a sequence of learning requires resources we cannot reasonably expect all students to have at home we may rearrange the order of deliver to cover this when you return to the academy.

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:

	Small group closure	Whole year group closure
Secondary school-aged pupils not working towards formal qualifications this year	<p><u>Remote Teaching:</u> 20 minute daily pastoral check in</p> <p>**Core subject timetable provided for an additional 1-3 hours daily dependent on staffing in school**</p> <p><u>Independent Learning:</u> 5 hours of provided work or links to recorded provisions</p>	<p><u>Remote Teaching:</u> 20 minute daily pastoral check in</p> <p>5 hours of lessons along normal timetable from their class teacher.</p>
Secondary school-aged pupils working towards formal qualifications this year	<p><u>Remote Teaching:</u> 20 minute daily pastoral check in</p> <p>**Core subject timetable provided for an additional 1-3 hours daily dependent on staffing in school – Priority</p>	<p><u>Remote Teaching:</u> 20 minute daily pastoral check in</p> <p>5 hours of lessons along normal timetable from their class teacher.</p>

	<p>given to pupils working towards qualifications**</p> <p><u>Independent Learning:</u> 5 hours of provided work or links to recorded provisions</p>	
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Accessing remote education

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

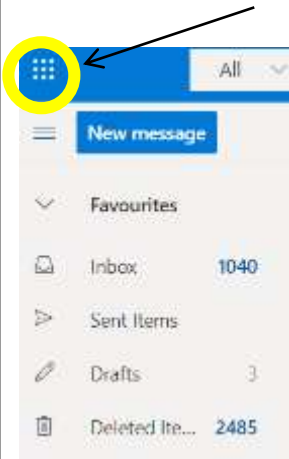
All our remote education is accessed through Microsoft Teams.
Students can access this by:

Option 1: Logging into their school email via RUnify

Email address: **student's unique school email address**

Password: **students' unique password**

When in their email the top left a link to click and select to open teams



Option 2: Download the Microsoft Teams App – available for all devices

Email address: **student's unique school email address**

Password: **students' unique password**

Once in Teams the following links will help guide you through:

Accessing Work: Document Video

Accessing Remote Teaching: Document Video

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 a student cannot access their online learning due to a lack of access to either a device or internet, they can contact the academy for support:

- Wifi dongles with data-loaded sim cards can be provided for families who have no access to broadband internet at home
- Where availability allows, laptops will be loaned to students for who do not have access to a device of their own that supports the online platforms required
- The duration of the loan will cover the full duration of the student's period of remote learning and will be returned to the academy when face-to-face onsite education returns
- A contract agreement will be prepared and signed by parents on collection. Devices will be covered by OAT insurance, however, parents and carers will be liable for intentional damage
- Priority of access to these resources will be given to those students identified as having the greatest need
- At this stage, no paper copies will be supplied as access to remote learning is encouraged and supported to maintain the highest quality of education for all students
- If support with digital or online access is required please contact

How will my child be taught remotely?

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

In the event of a whole year closure, students will be taught:

- Via teams with a schedule of live lessons from their class teacher
- In some situations, with recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

For smaller group or individual remote learning:

- live teaching (online lessons via Teams) – by available subject specialists
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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 pupils to engage fully in their remote education and encourage them to attend all the lessons scheduled in their Teams calendars.

As we aim to continue to deliver the full curriculum this is vital learning time potentially missed. We would like pupils to engage as much as possible in their learning and ask their teachers questions, respond via the chat or microphone and encourage them to send photos of work at the end of the lesson.

As Parents we would like you to support your child's learning by encouraging them to maintain high levels of presentation in their books following academy expectations for DUMTUMS (Date, Underline, Miss a line, Title, Underline, Miss a line, Start work).

Please try to set a productive learning environment which removes any distractions not needed for the lesson such as phones or gaming devices and encourage your child to take some time away from the screen in-between lessons and after learning and to remain active at other times of the day.

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

A register will be taken during all lessons including form registration time.

An initial text message will be sent home to all parents/carers for students who fail to attend registration time.

During the lesson engagement can be judged by participation verbally or in the chat, through submission of work via email or other forms of online submission dependent on subject.

If staff do not feel students are engaging with their work they will inform the pastoral team Head of Year or Raising Standards Leader who may choose to call you as parents to check in on the standard of their work.

In cases of non-engagement, we may feel that a home visit is required to discuss potential barriers to learning and investigate if we can remove these barriers in any way.

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:

During periods of remote learning instant feedback is the most valuable. Students will be given opportunities to self-assess their learning as part of the majority of lessons. Teachers will model what good work looks like or what a correct solution is – we would encourage you to self-mark in green pen as we would do in school.

If students are asked to submit work for assessment the teacher will provide feedback where appropriate to students via email, whole-class feedback or by return with annotation.

Some subjects will provide online assessment opportunities that provide instant feedback via third party website such as GCSE pod, Hegarty Maths, Dr Frost Maths or Seneca Learning for example.

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:

Students with Educational Health Care Plans, and students on the SEND register who struggle to work from home, have been invited into the academy to access online lessons, with the support from Learning Support Practitioners.

Students will have the opportunity to be supported by a member of the Success Centre team in their online lessons who can provide notes for support after the lesson.

In some situations, 1:1 remote support is possible from Success Centre staff and the use of breakout rooms within lessons.

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?

For students isolating individually all work will be provided on Teams. It will be largely expected to be completed independently.

For students working independently please try to follow the sequence of your school timetable and dedicate a minimum of 45 minutes per subject.

If you require any further support please email your class teachers or your Head of Year.