

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?

Any pupils sent home to self-isolate are sent home with a letter directing them to our remote education provision. From the first day students can and should access the Oak Academy Lessons via the School Website > Students > Student Hub > Isolating Students. Lessons are updated termly to ensure they align with the in-school curriculum. Students in Key Stage 4 may also receive additional resources and tasks emailed to them or posted in Microsoft Teams to ensure they continue to work towards their qualifications.

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. From the first day students can and should access the Oak National Academy Lessons via the School Website > Students > Student Hub > Isolating Students. Lessons are updated termly to ensure they align with the in-school curriculum. Students in Key Stage 4 may also receive additional resources and tasks emailed to them or posted in Microsoft Teams to ensure they continue to work towards their qualifications.

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 and 4	<p>5 hours per day for isolating students. This is in line with our normal three 100 minute lessons per day in school as well as with the requirements set out by the Department for Education.</p> <p>During wider closures students can expect to be working for approximately 5 hours per day. This takes into account remote teaching, completing assignments, quizzes, uploading work, reading and responding to feedback, tutor check-ins, communicating with teachers, etc.</p>
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Accessing remote education

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

Where individual or small groups of students are isolating, students will access remote lessons provided by **Oak National Academy**. We have aligned the Oak Academy lessons with the school curriculum in each subject. Links to the lessons can be accessed via the School Website > Students > Student Hub > Isolating Students.

In the case of whole year-group, bubble or school closures, students will access their lessons and assignments through **Microsoft Teams**. Detailed guidance of how to access and navigate Teams can be found via the School Website > Students > Home Learning > Microsoft Teams – Guides and How-to.

Students also have access to **MyMaths**, **SAM Learning**, **Tassomai** and **MyTutor**. Links to these educational platforms can be found via the School Website > Students > Home Learning. Many of these platforms are self-marking and allow students to monitor their progress.

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:

We will always do our best to ensure no child is left disadvantaged by not having access to online learning at home.

If your child is asked to isolate or in the event of a wider school closure, please contact the school immediately if your child does not have access to a suitable device and/or internet connection to access online learning. Your primary point of contact in this regard will be Anna Wallis, Vice Principal.

How will my child be taught remotely?

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

Where individual or small groups of students are isolating, students will be taught using **recorded video lessons** provided by **Oak National Academy**. We have aligned the Oak Academy lessons with the school curriculum in each subject. Links to the lessons can be accessed via the School Website > Students > Student Hub > Isolating Students.

In the case of whole year-group, bubble or school closures, students will be taught via **recorded video lessons** made by their teachers. They will access their lessons and assignments through **Microsoft Teams**. Within their lessons teachers may make use of other means of instruction such as video clips, text excerpts, etc. Students will use Teams to submit assignments, receive grades and feedback, and communicate with their teachers through the 'chat' function, 'live' check-ins or commenting on posts. Students will also have 'live' small-group check-ins with their form tutor each week.

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?

Although we are conscious that every home situation is different and the pandemic has affected families to different extents, we expect all pupils to engage with remote education to the same extent they would engage with normal in-school provision. That is, students are expected to watch their assigned video lessons each day and complete all notes, examples and small tasks in their exercise books as normal. Once finished the lesson, students are expected to complete and submit the assignments and end of lesson quizzes set for them before the end of each day. Should students find something difficult, they are expected to contact their teacher immediately for assistance.

We expect parents and carers to facilitate this engagement by setting out clear routines around bedtimes and wakeups, hours of work, use of mobile phones and gaming consoles, etc. We also encourage parents to ensure students have a quiet, dedicated workspace to complete their work and check on completion of work each day. Parents may find it useful to set out clear systems for rewards and sanctions for completion or incompleteness of set work.

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

When individuals are self-isolating pupils are responsible for emailing their work to their teachers in the form of a Word Document or a photo of their written work. They should do this at the end of each day and parents should monitor completion each day. Students must email their teachers if they encounter any issues.

During wider closures parents will be contacted weekly by a member of the school's SLT should their child fail to engage with remote education on Microsoft Teams. Students will also be regularly contacted by their teachers directly via Teams if they fail to submit their Teams assignments on time. Any student who persistently disengages with the remote curriculum will be required to catch-up on all work missed in an extended school day once school re-opens.

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:

When learning remotely, students will receive feedback by three primary means:

- 1) written feedback on their submitted assignments in Microsoft Teams;
- 2) whole-class feedback as part of a recorded lesson; and
- 3) automatic feedback on Teams quizzes, MyMaths, SAM Learning and Tassomai. Should students email work to teachers (e.g. upon completing Oak National Academy lessons), they will receive feedback via email response rather than the above methods.

Students can expect to receive developmental feedback fortnightly in each subject in the form of whole-class feedback or individualised comments as well as acknowledgment feedback on most submitted work. Students will also receive automatic feedback weekly for most lessons via Microsoft Teams and/or MyMaths.

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:

If self-isolating, SEND students follow the same OAK National Academy lessons as all other students self-isolating. Any student struggling with their remote education should email Miss Denslow (SENCo) or Miss Laurie (Assistant SENCo) for guidance / help. Where needed, TAs may be allocated to the student to support and/or differentiate work and work with the teacher who has set the task to ensure it's accessed by the pupil.

In the case of year-group, bubble or school closures we have two pathways for students with SEND. Firstly, we have in-school provision for students with EHCPs who are monitored and supported in accessing the online provision in the morning and more traditional in-person provision in the afternoon. Each of the two bubbles has a teacher and two TAs timetabled to ensure each student receives the support required. Students in this group also still receive interventions delivered via TEAMS and check-in phone calls when needed.

Secondly, for those at home we have several support strategies in place:

1) HLTA on duty: timetabled HLTA on duty each day to make phone calls to those that need extra support, differentiate work and talk students through a lesson they may not understand.

2) Interventions: we continue to run a wide array of interventions during school closures. For example: speech and language therapy (SALT), wellbeing, social skills, literacy and Maths. We run these via Microsoft Teams and they have proven to be popular and helpful for students and parents.

3) TA and HLTA support: TAs and HLTAs are allocated individual students to support. During closure, this takes the form of a twice weekly check in phone call, whereby parents and students are spoken to. This helps identify problems and concerns, but also to support the work that has taken place and acts as a link between families and teachers.

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?

Where individual or small groups of students are isolating, the main difference is that students will access remote lessons provided by **Oak National Academy**. We have aligned the Oak Academy lessons with the school curriculum in each subject. Links to the lessons can be accessed via the School Website > Students > Student Hub > Isolating Students. Students are responsible for submitting their completed work by email to their teachers. This differs from the situation of whole year-group, bubble or school closures where students will access recorded lesson and assignments prepared by teachers of Kings College. They will also access their lessons and submit their assignments through Microsoft Teams.