Remote Education Provision: Information for Parents

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

Whilst not on a full school closure or year closure, students will be able to access remote education immediately via the **Microsoft Teams platform**. All subjects set assignments for students to complete which is in line with the in-school curriculum.

The assignments set on MS Teams are ongoing for a unit of work. Students are guided to continue from where they got to when they were last in school, but where this is unclear, they can follow the week-by-week suggestions within the assignment instructions. The assignment will also give students useful materials and links to enable them to complete the work.

Students can access these assignments from the minute they have to self-isolate/quarantine.

In the event of a wider school closure, students will be able to access a full live provision from Day 1, in accordance with the timetable published at the time of such event.

Regardless of whether students are individually accessing remote education because they are self-isolating/quarantining or their bubble/ whole school has been closed, the remote education that they have access to is broad and balanced and is as close to what they would have studied in school. Students will have access to their teachers who will support them through the remote education and help them to maximise their learning.

Q: 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?

As above, students will be able to access relevant work **immediately** and, broadly, 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, particularly those with a practical element such as Technology and PE.

Remote teaching and study time each day

Q: 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	The assignments set for students should take, broadly speaking, the same amount of time as if students were in school. Students access three assignments (if they are individually self-isolating/quarantining) and/or live lessons (in the event of a wider school closure) which last for **90 minutes each**. This is outlined in the Remote Learning timetable released at the time of closure. In addition to the **four and a half hours** a day of 'classwork', we expect all students to practise and self-quiz using their core question booklets for an additional **15 minutes per day** and engage in reading for **20 minutes** per day. This work will, *where necessary*, be supplemented with **additional independent learning exercises**, such as revision for tests; preparation for assignments; pre-reading and DIRT work based on assessed work.

Accessing remote education

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

The main platform we are using both to deliver live lessons and set assignments is Microsoft Teams. Within this, we make use of OneNote, Forms and other Microsoft programmes, all of which students can access through their TAW school account. In addition to this, some departments make use of Seneca, Oak Academy and other edicational programmes and applications.

Q: 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 have issued over 200 laptops at this time (January 2021) and are continuing to seek out further resources and funding to provide additional students with devices. We have also provided a small number of mobile data dongles and SIM cards to those without internet. We are working with a number of charities and have secured 13 additional laptops and 35 tablets. We have requested further assistance from the DfE. We have also put extensive work into 're-mapping' devices that are usually used in school to enable more students to access more effective ICT provision.

We have ascertained student need in several ways:

- Parents have been invited to let us know via letter, email and/or text on a number of different occasions

- Students have been surveyed

Where a small number of students still do not have a laptop, tablet or PC, we have encouraged participation in live lessons via mobile phones and/or video game platforms such as Playstation and X-Box. Information regarding this has been shared via the website, social media and letter/email.

The online resources have also been supplemented by post drops to students with important curriculum documents and paper/exercise books. These documents support the online provision and ensure all students, even those using mobile phones, to 'attend' live lessons, to access the learning.

Q: How will my child be taught remotely?

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

- live teaching (online lessons) – this has been introduced for all students during full school closures and for affected students during bubble closures

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) – we make use of these in some subject areas, in conjunction with live teaching, live support and assignment setting

- curriculum entitlement booklets, core questions and other relevant curriculum documents pupils have been sent through the post

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as Seneca.

Engagement and feedback

Q: What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

If your child is not in school, either because they are self-isolating/quarantining or because the school has been forced to close, we expect your child to:

- engage in all remote education set by the school, be it through live lessons or assignments set on Teams

- follow the RL timetable set

- complete and submit work as set by the teacher/s

We would appreciate parents/carers' support in ensuring our students engage with their remote education. This could include:

- discussing all school communication regarding remote education with your child;
- setting clear expectations with regards to conduct and effort;
- supporting your child with sustaining a routine;
- checking your child's engagement with core questions each day;
- communicating any issues with the school in a timely way.

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

During a full school closure, students will be:

- Registered for assembly at the start of every day;

- Registered for each live lesson.

Monitoring and Communication

- Calls will be made to parents of students not in attendance for the daily assembly;

- Attendance will also be monitored for each live lesson and calls will be made as appropriate;

- Where phone communication proves difficult, home visits will be carried out.

Q: 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:

Assessment and feedback will take place:

- within the live lesson;

- on work produced and submitted;

- fortnightly, as a minimum;

Teachers will make use of a variety of assessment and monitoring methods such as:

- whole class feedback;

- quizzes set up on MS Forms and Seneca (or other online platforms) – especially for retrieval practice;

- individual feedback on extended and assessment pieces (as appropriate);

- self and peer assessment.

Additional support for pupils with particular needs

Q: 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:

- provide additional check in calls

- discuss and agree strategies which parents can do at home with their child

- offer additional support sessions in school (where opportunity allows)

- offer additional resources if required

- offer additional feedback as appropriate

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.

Q: If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

As referenced at the top of the document, students will be able to access remote education using the MS Teams platform. Longer term assignments will be set on Teams which mirror the curriculum offer in school. Expert explanations will come via reading materials and/or the use of appropriate recorded materials (such as Oak Academy, YouTube, BBC Bitesize etc.) and assignments will be set broadly in line with in-school provision.

This work will be monitoring and assessed by the student's subject teachers and support will be offered to the student whilst they are absent and when they return by their pastoral year leader.