

Remote education provision: information for parents

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

The remote curriculum: what is taught to students at home

A student'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 students being sent home?

Students will use Show My Homework (SMHW) as the main platform for their remote education. For some lessons, Microsoft Teams will also be used but students will be made aware if this is the case. If you do not have technology or internet access to enable this provision, please make the College aware as soon as possible via the website or telephone so that we can support.

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 - students will follow their usual College timetables remotely. If students are unsure, they can contact their teacher using SMHW. Teachers will specify break times.

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 students broadly the following number of hours each day:

Secondary school-aged students	Students will follow their usual timetables remotely so students will be learning for approximately 5 hours per day (excluding breaks/ lunch). Students should move onto their next lesson at the time on their timetable, even if they haven't quite completed the previous lesson's learning.
--------------------------------	---

Accessing remote education

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

<p>Show My Homework (already in use by students/ parents or carers)</p> <p>Microsoft Teams for some sessions (same login details used as for school)</p> <p>Seneca (for isolating students only, when the rest of the school is open to students)</p>

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:

<p>Please make College aware as soon as possible if you do not have digital or online access. You can contact us through the usual website channel or by telephoning the College. We have devices that you could access, in addition to devices that enable an internet connection. We will also be able to provide printed material where appropriate.</p>

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Show My Homework is an existing platform. For remote education, it becomes a learning platform instead of a homework platform. It allows students to view tasks, access resources and links, ask teachers questions and submit work. All students should access SMHW at the start of every lesson.
- Microsoft Teams online lessons. For some lessons, teachers may ask you to access MS Teams, particularly for students in examination years. Instructions, expectations and support have been provided for this. You can find some of these supportive materials on the remote education page of the College website.
- Seneca (please note, this is predominantly used for students who were self-isolating when most other students were in school)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets after discussion with individuals)
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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 students to engage with their usual College timetable of lessons remotely, using SMHW first. They need to, wherever possible, submit work that has been requested by the teacher and ask them for support via SMHW if needed.
- We ask for your support in setting routines to support your child's education. For instance, making sure they are getting up at an appropriate time to allow them to be punctual and equipped for their day of learning. Where possible, it would be helpful for them to have a quiet place to learn.
- Please work with us to support your child. If there is anything we can do to support you, please let us know by contacting us through the website or telephone. If you notice your child is not engaging well with their remote learning, please contact their Personal Tutor or Head of Year through the website or telephone.
- Please follow the guidance for communicating safeguarding concerns on the website and refer to sources of support previously shared by the Principal where appropriate.

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

- Pastoral teams will check how students are engaging using tools that show whether students have accessed SMHW lessons/ materials or attended MS Teams lessons.
- Pastoral Teams may contact you to discuss engagement. This is likely to be your child's Personal Tutor in the first instance, who will try to make contact with you if they are concerned about your child's engagement for that day. Your child's Head of Year, Deputy Head of Year or other appropriate staff members may also make contact with you.

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:

- Methods of feedback may include: whole-class feedback or quizzes marked automatically via SMHW or MS teams, individual submission of work on SMHW, formally assessed pieces in line with our assessment policy (approximately twice per half term). Students may be asked to bring work back with them on their return to school.
- Teachers will aim to respond to students' questions about the work on the same day via SMHW, Teams or College e-mail.

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:

- Students with an Education Health and Care Plan will all be invited into school as priority during any enforced school closure to ensure they can access learning successfully.
- Our Individual Needs team will work regularly and directly with parents, carers and our SEND students who are accessing remote learning to ensure the learning is appropriate, accessible and successful. The Individual Needs team will complement this learning with wellbeing support and by liaising with relevant outside agencies.

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?

Self-isolating students receive an immediate e-mail link to learning on Seneca. They will also be able to access resources on SMHW.