Online Teaching and Learning Programme

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?

In the first day or two, the school will provide work via the VLE for the pupils that are working at home. This will be either when the school has been informed that a pupil is to self-isolate or during school closures. The instructions for the work will include how the work should be submitted when complete.

This time will allow teachers to plan their lessons to go fully online from day three onwards.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school.
- Pupils will follow the same timetable as if they were physically attending classes.
- Where there are lessons that do not lend themselves to this environment e.g. PE, we will provide appropriate tasks for pupils to complete during their allocated lesson time.

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 1	3 hours of live teaching per day with some follow up tasks.
Key Stage 2	4.5 live hours of teaching per day with some follow up tasks and an additional form time session
Key Stage 3 and 4	4.5 hours of live teaching, with some additional offline tasks and a form time session. There will also be a live assembly each Friday.

Accessing remote education

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

We will use Microsoft Teams to deliver our online lessons. Tasks may be communicated using our Firefly VLE, dependent on the practice of the teacher. For pupils in KS2, 3, and 4 they should use their school provided one-to-one devices to complete their school work.

In EYFS, we will continue to use Tapestry to provide the content we are delivering.

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 and we take the following approaches to support those pupils to access remote education:

- If a pupil in EYFS or KS1 has difficulties accessing work, the school can lend the pupil a laptop for the duration of the remote learning period.

- All students in KS2, KS3 and KS4 are provided with one-to-one devices by the school and should use these to access lessons.

- Technical support can be provided by the Cognita IT Service Desk and school staff can email the request on behalf of the pupil or parent. Where possible, this will be solved remotely.

- The school office remains open and some materials are available to be printed and posted home on request. They can be contacted either by email or by telephone in the usual way.

How will my child be taught remotely?

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

Our main vehicle for delivery is Microsoft Teams and most classwork is completed using the OneNote app. For younger pupils (Year 3 and below), the use of Microsoft Teams is also supplemented with the provision of worksheets to be printed out or can be provided by post if there is a difficulty.

Pupils may also be set a variety of tasks using online websites.

Lower School

- Mathletics, Times Table Rockstars, Purple Mash, Century Tech.

Upper School

- Century Tech, Seneca, Learning By Questions, Heggarty Maths, Dr Frost Maths

It is the expectation of the school that the teachers will deliver the lessons in as close a manner as the classroom environment as possible.

Teachers may refer to textbooks and most pupils have these, but where this is not the case we can provide alternative solutions as required.

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 have set out in previous communications the behaviours we expect during online lessons.

- All students should attend form time at 8:45 to be registered.

- Students should be dressed appropriately and have their cameras on when requested by the member of staff.

- Work should be completed and submitted as directed by the teacher.

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

Attendance is logged every morning and absences will be followed up by the school office. This includes if there are difficulties in connectivity or if the parent removes their child from the online elements with prior agreement with the school.

Work will be marked as per our marking policy. If a teacher feels that a pupil is not engaging with a lesson, this will be followed up with a communication home either by telephone, or more usually, email.

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:

Feedback can take place in a number of different ways including;

- Verbal feedback during the lesson

- Verbal feedback to the individual student that may have been recorded by the teacher

- Written feedback by the member of staff with annotation of a piece of work

- Whole class feedback with a document prepared as a summary of key learning points

- Online assessment feedback where the exercise has been marked by the website. Please note that in these cases the staff member will analyse these results and use this to inform their next steps.

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 those 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:

- We appreciate that parents will need to support our younger students and we appreciate the time this may be required. We hold regular catch up sessions between the parents and the staff so that issues around delivery can be discussed. This includes meetings with the SLT members.

- Where there are particular needs parents should contact the school to discuss.

- Some lessons will continue to have LSA support for those students who require this intervention

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?

If a child is self-isolating, we will follow the procedure as outlined at the start of this document. After an initial period of work being set on an asynchronous basis, the pupil will access their lesson via Microsoft Teams. They will be able to take part in their lesson whilst the rest of their colleagues are in the class room at school.