

## **1. Introduction**

- 1.1 This information is intended to provide clarity and transparency to pupils and parents / carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.
- 1.2 For details of what to expect where individual pupils are self-isolating, please see the final section of this information.

## **2. The remote curriculum: what is taught to pupils at home?**

- 2.1 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.
- 2.2 **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**  
In most cases, we intend to replicate our normal school timetable to remote provision with minimal changes.
- 2.3 **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, in the Sciences, practical lessons will be delivered via recorded demonstrations and online resources. Where practical material is required (e.g. Art), some modifications will be made to allow for the materials to be made available to pupils at home. Reading lessons will also allow for the use of books that pupils have at home, which may differ from those that would have been studied in School.

## **3. Remote teaching and study time each day**

- 3.1 **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, including homework) will take pupils broadly the following amount of time each day:

<b>Key Stage 3:</b> Pupils in OG to Third Form	Around 5 hours (8 periods of 35 minutes each, plus homework)
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<b>Key Stage 4:</b> Pupils in Fourth and Fifth Forms	Around 5 hours (8 periods of 35 minutes each, plus homework)
<b>Key Stage 5:</b> Pupils in Junior Sixth and Senior Sixth Forms	5 – 8 hours (depending on the number of lessons on a given day and assuming 2 to 3 hours of homework / private study)

## 4. Accessing remote education

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

Pupils may use their Office365 accounts to access resources shared with them using Microsoft Teams and OneNote. Lessons will be delivered using Teams.

### 4.2 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:

- the Deputy Head (Teaching and Innovations) wrote to all the parents asking them to contact him if their child is having (any) difficulties with accessing remote education
- where necessary and appropriate, the School has arranged for a laptop to be made available for a pupil to take home and use at home for the duration of the remote learning period

### 4.3 How will my child be taught remotely?

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

- live teaching (online interactive lessons)
- directed lessons that may involve reading material and worksheets / note-taking sheets distributed via OneNote and / or Teams
- printed (paper) packs produced by teachers (e.g. workbooks, worksheets), where teachers had the opportunity to deliver those before the move to remote working
- textbooks and reading books pupils have at home
- freely and / or commercially available websites supporting the teaching of specific subjects or topic areas, including video clips or sequences of videos
- long-term project work and / or internet research activities

## 5. Engagement and feedback

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

Our expectations of the pupils are that they:

- are ready for their morning registration and that they attend all lessons taught online by joining relevant Team meetings
- do directed work in the dedicated lesson time, and submit the work as asked by their subject teacher (e.g. by uploading work to the class OneNote)
- submit the homework as outlined by their subject teachers in assignments
- inform their subject teacher as soon as possible if they experience technical difficulties with engaging in online learning

- join lessons with their cameras on and use microphones as directed by their teachers, and that parents help us by checking on this from time to time

Our expectations of parents are that they:

- try, as far as possible, to ensure that the devices that may enable gaming or other distractions from work are not available to their children during school time

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

We will monitor pupils' engagement through:

- Regular, in-class, directed questioning
- Asking for submission of answers in Teams during lessons
- Submission of homework as per homework timetable published at the start of the academic year

We will communicate this to you via Form Tutors or by forwarding you 'Yellow Slips' (as we would report on the lack of engagement with school-work outside of lockdown).

## 5.3 **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 pupils. 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:

- Verbal questioning and feedback during live lessons, in the same way as we would do during lessons in school
- Feedback given on homework submitted via Class Notebooks (in OneNote), either given verbally in lessons or written / annotated into the submitted work
- Work set via Microsoft Forms or specialised platforms (e.g. Seneca) which can be automatically marked

# 6. **Additional support for pupils with particular needs**

## 6.1 **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 / carers to support those pupils in the following ways:

- Our Learning Support Team will continue delivering lessons via Microsoft Teams in much the same way as they would outside of lockdown.

# 7. **Remote education for self-isolating pupils**

7.1 Where individual pupils need to self-isolate, but the majority of their peer group remains in school, the ways by which 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.

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

Teachers will be teaching 'blended lessons' (i.e. lessons taught to the class in school will be shared to pupils not in school via Microsoft Teams) that pupils self-isolating will be able to access via Microsoft Teams. Self-isolating pupils are only expected to attend these lessons if they are well enough to do so.

## 8. Review of arrangements

8.1 These arrangements are regularly reviewed by the School's Senior Management Team.

Last reviewed by:	Richard Brookes (Senior Deputy Head) & Adam Zivanic (Deputy Head (Teaching and Innovation))
Date last reviewed:	January 2021