



Remote Learning provision: Information for parents/carers

This information is intended to provide clarity and transparency to students and parents/carers about what to expect from remote learning 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.

Remote Learning: An Introduction

Remote learning refers to a student accessing school work from their own home during a period of self-isolation or Covid-related school closure. Remote learning is a general term which covers a wide range of teaching and learning strategies that may be used in these circumstances. 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. In these first days, provision may not cover all scheduled lessons and we may send some general learning material to enable students to continue their learning habits.

During periods of Remote Learning, will my child be taught broadly the same curriculum as they would if they were in school?

Senior Leaders and Heads of Department have undertaken extensive planning to adapt schemes of learning for periods of remote learning. As far as is reasonably practicable, students will follow broadly the same curriculum as they would if they were in school, covering the same topics and using many of the same resources.

However, in some subjects it is not possible to cover the curriculum that would be taught if students were in school. This is particularly the case in practical-based subjects such as Design & Technology, Art, Music, Drama, Dance and Sport. In these circumstances, teachers will still aim to cover the same learning objectives but will use wide range of alternative methods, such as:

- The use of video clips to illustrate a practical activity
- Teaching of a theoretical concept rather than a practical demonstration
- The practical activity may still take place but be adapted in such a way that a student may be able to follow it at home e.g. sketching in a notepad or exercising in the lounge or garden

In many cases, teachers will have reorganised the curriculum in order to teach theoretical concepts remotely, leaving practical elements until students return to school.

In all cases, the learning that is being delivered is relevant to the students and should be followed and engaged with fully.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Students will follow their normal school timetable each day with work being set by their teachers in line with their normal day. This means that all students are set a minimum of five hours per day of remote learning, in line with The Department for Education's expectations.

The work set is expected to take the student five hours to complete (one hour per lesson). However, in some cases students may complete their work in less time than this, although if done correctly and fully, it should not be significantly less than one hour per lesson.

Similarly, work may take longer than five hours, especially if additional homework is being set or if a student has grappled with a topic for longer than expected or has chosen to continue studying of their own choice.

Even if a student continues working beyond the 'one hour per lesson' expectation, we would not envisage, or advise, that students should be working for more than seven hours per day.

Accessing remote education

How will my child access remote learning?

The platform for all remote learning is Google Classroom, for students in Years 7 to 11, and Microsoft Teams, for students in the Sixth Form.

Each student had their own log in details and password and parents may also monitor the work set, and completed, by using the same log in details.

If my child does not have digital or online access at home, how will you support them to access remote education?

We should already have supported all families to secure access to Google Classroom. This has been done in the following way;

- Support and advice on how to log on to Google Classroom
- The loan of a Chromebook to enable students to access Google Classroom
- The loan of a 'dongle' to enable students to access a secure and stable internet connection

In some cases, students have chosen to limit their use of Google Classroom and have opted instead for a printed work pack. This remains an option if parents and students choose this preference, although the range of tasks and learning will be limited compared to what is available via Google Classroom.

How will my child be taught remotely?

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

- Live teaching (online lessons)
- Recorded teaching delivered by our own teachers
- Recorded teaching delivered by other experts (e.g. Oak Academy lessons)
- Websites that support the teaching of specific subjects or areas
- Long term project work
- Work set by the teacher, either in text or live, which requires students to study and produce work independently

Feedback from students and parents suggests that there is a strong preference for live teaching; however, too much of this can also be damaging to health and concentration levels. We will endeavour to provide as much variety for students as possible although the range of tasks is likely to be spread over time rather than within any particular day.

Where live teaching is used, teaching staff will endeavour to finish a lesson early to enable students, and staff, to have a short break from screen time before their next lesson.

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 all students to access remote learning every day and to engage as fully as their circumstances allow.

If students engage fully, there should be little need for parental support in terms of explaining tasks or supporting the completion of work.

However, parents should provide students with the following;

- A predictable and stable routine which enables students to begin their work at 9am
- A quiet and comfortable working environment
- Encouragement and support

Most lessons are recorded and there is much work that students can access if they are unable to log onto a live lesson at the prescribed missing word (because they are sharing a device, for example).

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

We take registers for all live lessons and teachers record engagement with learning each day. A student may log on to a live lesson but we will still monitor the degree to which they are actually engaging with the learning (e.g. completing and uploading a piece of work).

Our Heads of Year and Assistant Heads of Year will contact parents on a regular basis, prioritising those students where engagement is a concern.

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: During each lesson, teachers will use a variety of techniques to assess learning and provide feedback. This will allow teachers to identify gaps and gauge student progress. Feedback will be provided both verbally and in writing through Google Classroom. Work submitted for assessment will be marked in line with the school marking and feedback policy as far as possible given the constraints of blended learning.

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.

Our Learning Assistants (LAs) are fully trained to offer such support and will maintain regular contact with students and their families to provide this. They will do this through a weekly welfare call, virtual support in lessons and a morning meeting to set them up for their day.

In some cases, we may, with the agreement of parents, offer a place in school in one of our Vulnerable and Key Worker (VKW) groups to allow the student to benefit from in-school support.

Remote education for self-isolating students

Where individual students, or small groups of students, need to self-isolate but the majority of their peer group remains in school, remote learning may differ from the above.

This is because the teacher may have the majority of students in the classroom, whilst a small number of the class are working at home. In some cases, teachers may attempt to deliver a lesson

to both groups simultaneously but, depending on the age range of the students, the number of students involved and the topic being learned, this may not be possible.

If it is not possible, the self-isolating student(s) will be set work that is broadly the same as the work being covered in the classroom and will support the student through the communication facilities on Google Classroom.