Remote Education Provision: Information for Parents and Carers

This information is intended to provide clarity and transparency to students, parents and 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?

Work will be available in line with the student's usual timetable on their Google Classrooms. It is unlikely that there will be the standard level of feedback that we would normally aim to provide.

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, some topics are not appropriate to be taught remotely such as Sex and Relationships Education and The Holocaust.

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 not working towards formal qualifications this year.	The usual College hours (4x75 min lessons)plus some additional work such as reading and knowledge organiser work.
Secondary school-aged students working towards formal qualifications this year.	The usual College hours (4x75 min lessons) plus revision.

Accessing remote education

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

Online work is accessible through the Remote Learning Portal accessible via the College website. This links the students to their Google Classrooms and the other online platforms that the College uses.

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:

- Parents and carers were asked to complete a survey indicating IT facilities available at home (including access to devices and the internet). Chromebooks have been distributed to those most in need. We will be promoting the increased data caps recently announced by the DfE on our website and through emails as soon as we can.
- If students require printed materials because they do not have online access they can contact the College and the appropriate arrangements will be made.
- Students will be contacted by the pastoral team, tutors and other appropriate members of staff to establish if there are barriers to learning.
- The Senior Leaders will ensure that the quality of resources remains high and relevant to the online curriculum.

How will my child be taught remotely?

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

- A Google Classroom for each subject on the student's timetable.
- Live teaching (online lessons).
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Textbooks and reading books students have at home.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches).

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 would expect students to log into their Google Classrooms and follow, wherever possible, their usual timetable. This includes mirroring of the timings of the school day.
- We would encourage you to support your child with this by providing a space for them to work, establishing routines and good working habits and by contacting the College if your child has any issues and requires support.

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

Subject teachers will check student engagement with the work on Google Classroom. It may be that it is just one subject they are not engaging with or that there are wider concerns. If subject teachers believe there to be a problem they will ask your child's Pastoral Support Assistant to contact you to discuss the situation and provide the appropriate support and/or advice.

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 students' work is as follows:

- Feedback will be provided through Google Classroom, using private or whole class comments and via annotations on assignments.
- Students will receive feedback regularly, with a minimum expectation that formative comments are provided at least once within a 3 lesson sequence.

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:

- Every child on Record of Need has a minimum of one phone call per fortnight from their Learning Champion to ensure they understand and are happy with the work and to check that they have no concerns. This phone call will also involve a conversation with parents to see if they need any additional support.
- Remote learning work is tailored to students' individual needs, e.g. visually impaired students have access to enlarged fonts/texts from the RNIB; hearing impaired students may have signing support via Google Meet for taught work; dyslexic students have access to the Lexia support programme.
- If it is indicated that more support is needed than this (due to not being able to engage with and/or understand the work), phone contact can be increased to daily. For some students this also involves Google Meets as they may require "face to face" interaction.
- Students who still find it difficult to access remote education are invited to attend on site provision.
- All students with an EHCP are invited to attend on site provision.

Remote education for self-isolating students

Where individual students need to self-isolate but the majority of their peer group remain in school, how remote education is provided is likely to 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?

If College is operating as normal and your child is self-isolating then they will be directed to a Google Classroom for each subject. Work will be set on this in parallel to the College curriculum and students should follow this.

Senior Leaders responsible for monitoring the quality of Remote Learning

Ms P Martin, Deputy Headteacher, for years 7 to 11

Mr D Dudley, Director of Post 16, for years 12 and 13