

Remote education provision: information for parents

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

The remote curriculum: what is taught to learners at home

A learner'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 learner expect from immediate remote education in the first day or two of learners being sent home?

As soon as we are aware of the need to go towards remote education for a learner a member of the senior leadership team/form tutor will be in touch to establish best access methods. For most learners this will be using Microsoft Teams to join sessions remotely and to access work set where the session isn't practical to join directly. A timetable will be shared with the learner and family to set up the expectation of joining. We will review this on a case by case basis and for some it may be that work and resources are sent via email, post out or drop off.

Following the first few days of remote education, will my learner 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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, within Animal Care, Workshop and Horticulture sessions where there is a high degree of practical work which cannot be transposed to a home setting we will set alternative work and use the 'check ins' with learners to ensure they are suitably supported to complete this work.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will take learners broadly the following number of hours each day:

This is dependent on the young person and their specific support needs, and in some cases the availability of family members to support the learning. As we are trying to keep a blended approach to remote learning and have learners join the class as they normally would these sessions will run as norm and then work sent out can be completed at other times. An individual timetable will be created and shared with each learner to support this

Accessing remote education

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

We are using Microsoft Teams as our system of remote education, each learner has their own My Life login for this and one of our senior leadership team will guide the learner and family in setting this up.

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

We recognise that some learners may not have suitable online access at home. We take the following approaches to support those learners to access remote education:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

If a learner does not have online access we will:

- work with the learner and their family to support the acquisition/lending of technology during the period of remote education. This will be discussed in the initial phone call
- Send printed materials and resources as necessary.
- Devise with learners and their families best way of getting this work back depending on circumstance

How will my learner be taught remotely?

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

- live teaching (online lessons) where this is feasible
- recorded teaching as directed by the teacher (e.g. Oak National Academy lessons, video/audio recordings made by teachers, recommendations etc.)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books learners 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 learner's engagement and the support that we as parents and carers should provide at home?

Where possible we expect that learners will:

- Engage with sessions which are delivered live onsite. Depending on the support needs of the learner we may require additional support from family/support workers in home to access sessions.
- Complete work sent through which is set for the sessions which cannot be joined live. This can be flexibly worked on throughout the week at learner and family discretion and shared during catch up with main tutor.

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

In this section, please set out briefly:

- for sessions which are 'live' taught tutors will keep a record of this engagement with learners. For any personal directed learning the tutor will keep an overview and share with the subject specific tutor as required.
- where engagement with work is of concern, the learner will be asked during direct contact from a teacher to establish if there are any difficulties and where this is insufficient it will then form to conversations with the learners family to reach a resolution.

How will you assess my learner's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual learner. 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 learner work is as follows:

- for learners who are joining into session remotely assessment and feedback will follow the same pattern as the learner were onsite within session.
- for work which is set to be completed outside of a 'live' session, individual feedback and sharing of marked work will be updated with a two week turn around.

Remote education for self-isolating learners

Where individual learners 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 learners both at home and in school.

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

Learning will remain as per the remote learning proviso as outlines above.