

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 needing to remain at home?

Tutors will make prompt contact with you and arrange for suitable, learning materials and resources to be made readily available. This could include a work pack, website links, or physical ICT resources.

Tutors will have learning activities in place from the first full day off your child needing to access remote learning.

You should have daily contact with your child's tutor, unless otherwise requested.



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, Outdoor education may look quite different when learning at home as opposed to out in the woods.

Remote teaching and study time each day:

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

Teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school. Your child's teacher should try to ensure that a minimum of three, 45minute lessons are made available each day. Your child's teacher should work collaboratively with you, putting in place reasonable adjustments as necessary, so that your child can best access their learning.



Accessing remote education:

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

Students should be given access to Acorn Digital Learning (ADL). Through this platform they will be able to access their digital classroom, links to live and prerecorded sessions as well as links to digital resources.

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:

We will try to ensure all students who want to engage in online learning are provided with the appropriate resources. We will try to supply all students who require a laptop with a device, and necessary hardware. You will also be required to sign an acceptable usage contract.

Where internet access is unavailable we will strive to get you access via a dongle or increased mobile data.

If physical resources are required we will communicate how it is best to get these to you, through the post or delivered in person by staff as appropriate.

Work will be submitted as agreed with your child's teacher.



How will my child receive wider support services they would normally receive in school, such as therapy sessions?

Where it is possible, we will try to offer wider support such as therapies, including live speech and language sessions.

Parent support packages will be put in place, these will allow for guardians to receive support and guidance that will enable you to better assist your child whilst working remotely.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, YouTube tutorials)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils 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 hope that all children take the opportunities to engage in the remote learning, but also recognise that, at times they may not be "ready to learn". In these instances, please communicate with your child's tutor/teacher so that the team can follow this up and make arrangement/amendments to support future sessions.

Ideally, your child will have access to a quiet space where they can focus, engage and contribute to online lessons. To have a routine would be beneficial, with built in break/lunch times to fit in with the agreed timetable.

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

Teachers will monitor engagement through registers, completion of work and the schools assessment processes.

Contact should be regular between home and school, and teachers will be able to flag any concerns about engagement as if and when they arise.



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:

Children will receive feedback for all the work they complete. In some instances, this will be verbally, where appropriate a more formal, written approach might be used. Work that demonstrates a child's secure understanding of a particular topic could be used for assessment purposes, supporting progress judgements.

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 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 and carers to support those pupils in the following ways:

We will ensure that regular communication helps to inform us how we can better meet your child's needs. If a child is unable to access remote education then will endeavor to organise appropriate face-to-face provision.



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?

We will endeavour to deliver a curriculum as close to the one that they would receive if attending the school site in person. However, due to staffing implications it cannot be guaranteed that lessons will be delivered by their usual members of staff.

