



## 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 pupils being sent home?**

If the student is being asked to isolate during a school day we will make sure that the student is able to complete work (previously set homework etc.) and will provide resources where required before the student leaves the school site.

Within 24 hours the student will be able to access classwork via Google Classroom.

By day two of isolation, it is our ambition that students will be accessing their timetabled lessons remotely. This could be by joining a live class remotely or by accessing pre-recorded material.

#### **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, subjects that require students to physically complete practical tasks that require specialist equipment, i.e. Design Technology, Art, P.E. etc. will aim deliver as much of their curriculum as is possible but may need to make plans to cover some aspects of their course when the students return to school.



## 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 pupils broadly the following number of hours each day:

Key Stage 3 and 4	At least 4 hours each day.  The school day will be followed as if students were on-site, 8.50am – 3.20pm. The day will begin with a tutor session and then will follow the 5-period day timetable including the scheduled break and lunchtime. Lessons will be scheduled to be 50 minutes – 1 hour.
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## Accessing remote education

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

Our Virtual Learning Environment (VLE) is Google Classroom and this should be the single point of reference for students in each class. Departments may also use other supplementary online resources/platforms and arrangements for this will be communicated via Google Classroom.

### 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:

- Students with limited or no online access at home should contact their Head of Year.
- We are able to supply laptops to students who do not have access to a device.
- We are able to request and supply routers or increases in mobile data allowances for students with limited Internet access.
- Where it is impossible to provide online access, printed materials can be sent home; this will be arranged by the Head of Year. Written work can be delivered to reception and the work will be passed on to teachers once it has been quarantined for 72 hours.

For any questions relating to online access, please contact your Head of Year.



## How will my child be taught remotely?

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

We will be using a variety of remote teaching approaches as outlines below:

- Live teaching (online lessons) – this is our go-to-method of delivery when possible and is used extensively across the school.
- Recorded teaching (video/audio recordings made by teachers) - this is used to supplement live teaching or as a replacement to live teaching when live teaching is unavailable.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) – this is rarely used in the school and is only used as an interim measure whilst access to the online provision is being enabled.
- Textbooks and reading books pupils have at home – used to support live lessons and independent learning.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – used to support live lessons and independent learning.

## 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?

Expectations for pupils' engagement with remote education:

- It is our expectation that students positively engage with all aspects of remote learning.
- Our expectation in terms of good behaviour remains high, as if they were attending face-to-face lessons.

Expectations of parental support:

- We would ask that you do your best to ensure that your child has access to IT and ideally during school hours. Please contact your child's Head of Year or [help@edgbarrowschool.co.uk](mailto:help@edgbarrowschool.co.uk) if you need assistance.
- Do your best to ensure that your child has somewhere in the home that is suitable for study and aids concentration.
- Ensure that your child is ready for the day and logged into Google classroom to attend registration at 8.50am.
- Communicate with the school via the appropriate channels if there are any issues regarding the remote education provided.



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

- Engagement with remote education will be monitored daily. This will include attendance to live session and the tracking of engagement with online tasks.
- If students are not engaging with their remote learning, this will be flagged up to the student's Tutor/Head of Year. Classroom teachers, tutors or Heads of Year will contact home as appropriate and use our usual pastoral systems to support engagement with remote learning.

## **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:

Students will receive:

- Verbal Feedback from their teacher.
- Peer feedback from classmates.
- Feedback from online quizzes.
- Written or verbal feedback on work that has been submitted.

Students will continue to receive at least one piece of significant written/recorded audio feedback a half term in line with the schools current marking and feedback policy.

## **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:



- Live teaching (online lessons) –is our main method of delivery and is used extensively across the school. When planning lessons, teaching staff consider the SEND needs of the students in their groups to ensure the work is appropriate and accessible to them.
- LSAs support SEND students remotely during their online lessons, using a range of strategies such as breakout rooms to provide individualised support.
- Classroom teachers, tutors and HOYs monitor attendance, engagement and understanding of SEND students during remote lessons. Where concerns exist, contact is made with home to support.
- EHCP students and their families receive weekly contact from their key worker to identify any potential areas of difficulties and to offer a range of support
- 1:1s and intervention sessions continue to run remotely to ensure our SEND students receive their full timetable of support, alongside their core timetabled lessons.
- Vulnerable and/ or EHCP students who attend school are supported by LSAs on-site and receive a mixture of face to face and remote teaching.

## 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?**

Students that are required to self-isolate whilst others in the class are still able to attend face-to-face lesson can expect the following:

- Whenever possible students will be able to continue to attend lesson via Google Classroom/Meet.
- Where this is not possible teachers will post the lesson and resources onto Google Classroom.
- As far as is possible students will complete the same curriculum that is being offered to students that are in school.
- Students will continue to be required to complete work and teachers will provide feedback to students in-line with our feedback policy.