

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 if 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?

Teachers will set work on Firefly following the normal timetable. This will be as closely matched as possible to the work pupils in school are doing. In addition to this, pupils will have a timetable of sessions on Microsoft Teams to supplement this work and provide teaching on the most complex areas of the week's work, as well as offering a forum for pupils to ask questions.

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, practical lessons which cannot be undertaken at home will not be set.

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:

Secondary school-aged pupils not working towards formal qualifications this year	5
Secondary school-aged pupils working towards formal qualifications this year	5

The amount of time each pupil will take to complete tasks will vary from pupil to pupil, with some working through tasks set more rapidly than others. In addition to the work formally set through Firefly, pupils can access a wide range of revision and extension tasks provided on Firefly, GCSE pod and other sources.

Accessing remote education

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

- Firefly – this is the primary platform we use to set work, send notifications and add comments and feedback.
- Microsoft Teams
- GCSE pod
- Oak National
- Mathswatch
- Corbett Maths
- Seneca Learning
- Kerboodle
- Clickview

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:

- When possible, we will aim to provide loan laptops for pupils who are isolating for a set period, prioritising vulnerable and pupil premium pupils in the first instance. Parents can contact the school's reception to enquire about this.
- Printed work packs are available for collection from the school's reception during normal school hours. For pupils whose families are self-isolating, this can be posted.
- If pupils do not have on-line access they can submit work for their teachers for feedback via the school's reception during normal school hours (or this can be posted to school).

How will my child be taught remotely?

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

- We follow the school's normal timetable and curriculum.
- Work is set on Firefly each day corresponding to pupils' normal timetables. This work includes a variety of tasks, such as:
 - links to subject areas within Firefly which contain curriculum material including explanations, texts, video/audio recordings by teachers and external sources, links to external websites, revision quizzes and lesson resources
 - Pre-recorded teaching materials, such as Oak National Academy lessons
 - GCSE pod videos and revision materials and quizzes
 - Links to other commercially available websites such as Clickview, Maths Watch, Corbett Maths, Seneca Learning and Kerboodle.
- We aim to supplement the school's Firefly offer with subject meetings on MS Teams wherever possible. These are around 30 minutes in length and aim to explain the more complex aspects of the work set and provide an opportunity for pupils to ask questions. In the event of full closure or closure of a year group bubble, pupils will have two of these meetings each day when possible.
- Printed paper packs are also available to collect from the school's reception.

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 pupils to engage with remote education to the very best of their ability. If there are any barriers or issues surrounding on-line learning, the school will do its utmost to help. We expect all pupils to carry out 5 hours of work each day.

Parents and carers play a vital role in helping pupils to learn at home, as pupils thrive on interaction, praise, routine and support which is so difficult for teachers to provide remotely. Parents and carers can support children by providing them with a regular routine, discussing the work with their children and ensuring that pupils remain on-task. Parents can monitor the work their children are undertaking through parental log ins to Firefly and the Firefly app. Parents can also support the school by notifying us of any difficulties in accessing or understanding the work so we can help.

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

Subject staff monitor pupils' work regularly and provide feedback which can be viewed by parents through parental log-ins to Firefly and the Firefly app. As a school, we monitor engagement weekly across subjects. If a pupils' work is a concern or pupils have not been engaging with the remote learning offer, we will contact parents by text message.

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:

Staff give feedback on Firefly and this can be viewed by parents. This may take the form of a score for a quiz or set of questions or a written comment on what pupils have done well, their areas for development or their level of effort or engagement.

Pupils who 'go the extra mile' and produce outstanding work or display excellent levels of effort across subjects will be rewarded through the school's 'Feel Good Friday' awards which happen weekly.

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:

Identification of SEND pupils without access to school online learning was carried out prior to regional tiered systems and national lockdown and those pupils catered for, for example with the loan of laptops, dongle Wi-Fi sticks and the purchase of alternative interactive and increasingly personalised online packages such as Academy 21. For many of our pupils with SEND, who are not in attendance during current lockdown closure, the already differentiated remote teaching and online learning has needed to be adapted further. Subject teachers and their teaching assistants know our SEND pupils' needs extremely well and have worked effectively to ensure pupils continue to make progress wherever possible when they are not able to be in school. 'Bespoke' packages and individualised planning has needed to take place for certain pupils, with daily / weekly phone calls and virtual meetings, supporting and guiding these pupils through accessing and engaging in tasks set. Support for the adults in the home has included carefully written risk assessments – including measuring specific risks when accessing a curriculum online at home – and virtual tutorials from staff, for example guiding them and their child through their first attempts to join a Microsoft Teams lesson. When online learning has become simply too overwhelming for individual pupils with SEND, in close liaison with parents and carers, paper-based 'chunked' work has been swiftly delivered to families, then returned to school in order for monitoring and assessment to still take place. In addition to access to a broad curriculum online and / or via paper resources, the purchase of IDL, Literacy Planet and Numeracy Planet software packages, have ensured that one-to-one SEND interventions can continue to take place remotely, with impact and progress accurately being able to be measured and tracked. The monitoring of these remote interventions through Provision Map software means that, regardless of how long remote learning continues, effectiveness of our additional SEND provision can be regularly and carefully considered and further adapted to the individual.