

## 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?

As soon as remote education begins (for all) students can expect all lessons to be 'live' delivered via Microsoft Teams with the exception of Wednesday period 4 where work will be set in advance.

#### 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 practical subjects may be focussing on more of the theoretical aspects of their content.

### 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	6 hours per day: 5 hours of remote learning plus organisation of study materials and independent work
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Key Stage 5	7 hours per day: 5 hours of remote learning plus organisation of study materials and independent work
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## Accessing remote education

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

All online provision is delivered through Microsoft Teams. Within Teams we are using Assignments for the submission and feedback of work. We also have a school VLE which contains a dedicated resource area for each subject and year group.

### 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:

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

- On receipt of initial laptops and routers, school has already contacted parents and carers of disadvantaged students and ascertained if there were any access problems for students. We have also asked all parents to contact school if their child had access issues. Laptops and routers have been issued accordingly.
- Students with access issues that could not be resolved through the provision described above, have been offered a place in school enabling them to access submission and feedback of work through Teams
- Should there be any existing access issues, please use [contact@tarporleyhigh.co.uk](mailto:contact@tarporleyhigh.co.uk) to discuss a potential place in school or provision of any particular printed materials if required.

## How will my child be taught remotely?

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

- live teaching (online lessons) following students' usual timetables for all lessons
- recorded teaching (e.g. video/audio recordings made by teachers) as supplementary work in some subject areas to support catch up as appropriate
- In some subject areas, there are also textbooks and reading books which pupils have at home that complement live lessons
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences as directed by teachers during live lessons
- VLE area for each subject containing details of work that can be completed should a child be unable to join a live lesson for technical reasons/absence

## 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?

- At home students should set check their timetable for the day and prepare for their subjects accordingly. They may want to consider any specific materials or resources they may need in advance. If they are working from exercise books issued in school, they should ensure they have them ready.
- Encouraging your child to settle into a good routine will support the smooth running of live lessons. Encourage them to check their timetable for necessary resources, check their Teams calendar for lesson invites (these may only appear very close to the lesson start time) and check their school email to see if they have received any communication from their teachers. To support your child's education, you could also encourage them to access Teams Assignments to see what work has been set and what they have been asked to submit by their teachers. They can also access teacher feedback via this platform too.

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

Student participation checked and encouraged during live lessons and independent work through the following vehicles:

- Register taken at start of each live lesson – teacher monitors attendance
- Use of chat box, hands up facility and microphone to promote engagement
- Students submitting work to Teams Assignments and working on 'live' documents during Teams lessons
- Teachers will contact home where there is a concern around engagement/live lesson attendance. Pastoral Leaders also supporting this work where there are wider concerns and will take appropriate action as required to put in place support mechanisms

## **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 can expect to receive feedback on their work in a number of ways:

- Students will complete homework and selected pieces of classwork on Teams Assignments. Assignments allows teachers to set homework and upload any necessary resources for their classes. Students submit work via this platform as they are be able to upload a word document or a photograph of handwritten work from their exercise book as appropriate.
- Teachers will review work and provide whole class feedback and time to improve work during a subsequent lesson
- As appropriate, teachers will sometimes provide individual comments/grades on work uploaded directly to Teams Assignments
- Teachers will also use a range of additional feedback strategies to check understanding and adapt teaching including but not limited to whole class questioning, quizzes, and register questions
- Students can expect to receive regular feedback on their work as appropriate
- Parents are also able to collect additional exercise books for their children should they need to

## **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:

- Teaching Staff are aware of each student's individual needs via. their Pupil Passport. They continue to implement quality first teaching strategies where appropriate during their online lessons.
- SENCO has further supported Teaching Staff through providing advice and guidance via. '*making remote online learning accessible for students with special educational needs*' document.
- In some cases, specialist advice has also been sought and distributed to Teaching Staff (e.g. advice from the Sensory Service / Autism Service) in order to ensure students with SEND are able to access online learning.
- Teaching Assistants are working full-time in school. They are attending online lessons to support students with SEND broadly following their usual support timetable. They are using the 'break-out' function to work with individuals or small groups of students. They are also supporting students with SEND who are continuing to attend school.
- Teaching Assistants are also making weekly priority calls to vulnerable students including those with SEND supporting families to ensure online learning is accessed and dealing with any issues or problems which have arisen and / or liaising with the relevant members of staff.
- Interventions continue for those students who require this including online support sessions led by Teaching Assistants and / or accessing our online IDL Literacy / Numeracy Intervention programme.
- All students with Education, Health and Care Plans have been offered a place in school in line with government guidance.
- **If there are any concerns with regards to SEND and accessing online learning parents are to contact Miss Sarah Shaw (SENCO – Inclusion Leader) or Miss Olivia Jones (Assistant SENCO).**

## 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?**

### Learning from Home

- For resources specific to the subject they are studying students should access each subject's core resources on the VLE
- For class specific work students should access Teams for Assignments (home-work), Live lessons when applicable and their student email

- Guidance on how to access emails, Teams and the VLE has been sent
- If your child is experiencing any technical issues, please email [contact@tarporleyhigh.co.uk](mailto:contact@tarporleyhigh.co.uk)

What to do if...	How to access work	What to expect
Your child is absent for a couple of days awaiting a result of a Covid test	Students can access subject specific work (following their usual timetable) on VLE which follows the Curriculum being taught in school.	<p>Each Subject area will upload subject specific work to the VLE for KS3 and GCSE. Homework will also be accessible on Teams. Students can submit work and receive feedback as usual.</p> <p>This work will be clearly labelled so that your child can access the work which corresponds to the relevant date of their absence.</p> <p>A Level students will contact their teachers via email as usual.</p>
Your child is self-isolating at home for a longer period of time (up to 14 days)	Students can access subject specific work (following their usual timetable) on VLE which follows the Curriculum being taught in school	As above
Your child is part of a group of students who are learning from home as directed by Public Health England because there have been confirmed or	Teachers (unless absent themselves) will deliver live lessons as per your child's usual timetable via Teams for all students learning at home. Students therefore continue to follow the planned Curriculum.	<p>Students will work at home and dial into their Teams lessons as per their usual timetable. Homework will be accessible on Teams. Students can submit work and receive feedback as usual.</p> <p>If a member of staff is absent, students should access the VLE work as above.</p>

suspected cases in school	<p>Teachers will not create an invitation for this lesson in advance.</p> <p>Students should log in for the school day and at the time the lesson is due to go 'live' (the same time as their usual timetable) students will be able to join through a link that will appear in their calendar at the allotted time.</p>	
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