

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?

During any school closure, students and parents should expect to log onto each of their google classrooms and follow live lessons in this way. Work will also be set on each google classroom. Lessons will always follow the usual school timetable.

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. All students will follow their normal school timetable. Lessons will be at the same times and follow the usual school day.

- *Staff will teach live lessons for all classes following their usual timetable.*
- *Live lessons will last approximately 50 minutes.*
- *Double lessons / 6th form teaching / practical subjects can be organised to suit the needs of the subject and students but should include regular live teaching and teacher support.*
- *Resources to support the live lesson will be posted on google classroom.*
- *Delivery of live lessons should follow our usual responsive teaching model - The Ousedale Standard – just adapted to reflect the advantages and limitations of the learning platform.*
- *In line with the Ousedale Standard, live lessons should include some live teacher input (explanations, modelling, links to prior knowledge, questioning) and some opportunities for students to apply and practise their learning.*
- *While students are working independently to apply and practise their learning, the teacher should be available by microphone or by use of the chat function to provide support, address misconceptions etc.*
- *Staff should ensure their teaching is as responsive as possible by: using questioning and quizzing to check understanding; asking students to submit their application / practice work on google classroom and providing feedback /adapting future lessons to meet identified needs; providing support while students work independently.*
- *We will continue to promote opportunities for personal development through organised talks and events. These include careers opportunities and the Aspire programme for sessions designed to push students further.*
- *The PSHE programme will continue alongside weekly assemblies. These will take place at the usual time, Friday at 1.35 to 2.35pm.*
- *It is important that students continue to keep active, as far as possible. Core PE lessons offer an excellent opportunity for students to keep active during our period of home learning. In line with the school timetable, PE teachers offer ten minutes contact time at the beginning of each PE live lesson to check in with students and to answer any questions. Students are encouraged to use their Core PE lessons to engage in physical activity away from the computer screen and to log their weekly physical activity in their activity journals e.g. going for a walk, playing football in the garden, completing an exercise video, for example. The PE department look forward to reading the students' activity journals.*

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	5 Taught hours per day & Homework
Key Stage 4	5 Taught hours per day & Homework
Key Stage 5	5 Taught hours per day & Homework

Accessing remote education

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

Students in KS3 and KS4 will have their lessons delivered remotely via Google Classroom. Work for completion will also be set on this platform.

KS5 Students will largely be using Google classroom but there may be some agreed variation that sees staff use Google meets or Zoom in specific subjects.

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 have received many applications for support with digital equipment and have provided a significant number of laptops to students, help with mobile data, and wider IT support. If students are struggling with IT facilities at home and need to borrow a laptop from school during the period of school closure (or require support to enable internet access from home), please contact your child's PAL and they will liaise with our IT team to provide this for you. Our aim is that all students are able to access online lessons. However, if it is not suitable for your child, please discuss this with your child's PAL or a member of the SEND team. We will provide printed materials if this is more appropriate and ensure that your son / daughter receives feedback on these so that they continue to receive support and guidance from their subject teachers.

How will my child be taught remotely?

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

- *live teaching (online lessons) – this is the dominant approach to teaching at all key stages*
- *commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – this approach will be used in a range of subjects to support teaching and to support students in applying and practising their learning*
- *recorded teaching (video/audio recordings made by teachers) – this approach is used less frequently, but is an approach often used to engage with larger groups of students eg whole year groups / key stages*
- *textbooks and reading books pupils have at home – will be used to support live lessons and to support private reading as part of our accelerated reader scheme*
- *printed paper packs produced by teachers (e.g. workbooks, worksheets) – these are used rarely in response to particular students' needs where they are struggling to engage with online lessons and resources*
- *long-term project work and/or internet research activities - these are used rarely and may relate to NEA components of examination courses and creative projects set as homework at KS3.*

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

All students are expected to attend their live lessons and complete the work set on each of their google classrooms. Students are expected to follow their usual school timetable, attending 5 lessons each day.

- expectations of parental support, for example, setting routines to support your child's education

Parental support is, of course, of great importance. We would ask that parents ensure that their son/daughter follows the timings of the school day, logs into and participates in each of their live lessons and completes the work set during the lesson and/or made available in their google classroom.

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

Registers of attendance will be taken during each lesson, these will then be collated at the end of each week and monitored by the PAL with responsibility for each year group. Where attendance is deemed to be of concern, the PAL will contact home to discuss and check if further support is required.

Regular Progress Reviews will continue to take place and will consider each student's level of engagement with both lessons and with the work set. This will generate an 'Attitude to Home Learning' grade that will be communicated with parents at each Progress Review point.

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:

KS3:

- *Where appropriate, students should submit application / practice work completed during the lesson via google classroom for teachers to review to inform responsive teaching and to inform the attitude to learning grade awarded at the Assessment Point data input.*
- *Staff should also make use of questioning and quizzing to check understanding during lessons.*
- *Some application / practice work should be given individual feedback according to your department's schedule for stars and next steps.*
- *At the end of half term, all students should complete a "google-classroom-friendly" summative assessment, which will inform the Assessment Point data input.*

KS4/5:

- *Where appropriate, students should submit application / practice work completed during the lesson via google classroom for teachers to review to inform responsive teaching and to inform the attitude to learning grade awarded.*
- *Staff should also make use of questioning and quizzing to check understanding during lessons*
- *Some application / practice work should be given individual feedback according to your departments schedule for stars and next steps.*
- *Where exam questions / papers / coursework are completed by students, staff should ensure that a mark / grade is awarded.*

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:

SEN Support

Teaching Assistants have been assigned to year group bubbles. Regardless of the level of closure. TAs have been assigned to both EHC and K students. TAs will support and liaise with students remotely via email or phone calls. TAs have also been allocated time in school as part of the critical worker provision to ensure that SEN students are accessing all relevant provision within the critical worker context. TAs have access to Google classrooms and will differentiate work accordingly. In some instances, depending on level of need, TAs will create reduced timetables for students to follow. Remote SEN provision also includes 1-2-1 bespoke literacy, numeracy and wellbeing interventions as well as live small group workshops; TAs are completing allocated social skills groups (Year 7) for EHCP and high need SEND (covering zones of regulation, five point scale and empathy skills). For Year 9, our HLTAs are delivering the Additional Literacy and Numeracy lessons live via Google classrooms.

The SENDCO, Deputy SENDCo and Assistant SENDCo liaise directly with parents in order to keep informed on how students are presenting need at home – and how best TAs can support during their time away from school.

TAs are recording all interventions as chronology (Sharepoint notebook) for evidence (target setting) as Annual Reviews are being held virtually and EHC Needs Assessment applications will go ahead as planned.

Safeguarding (Whole school / year group / bubble closure)

Senior staff will identify our most vulnerable students. Identified students will always include those who are Looked After, students on a Child Protection or Child In Need Plan, those with a Social Worker and those where there are mental health concerns.

PALs and Learning Mentors will be allocated students to monitor during the period of whole school closure or group / bubble isolation.

Communication will be either weekly or twice weekly depending on level of need (this will be noted on My Concern) and all records of communication with students and parents will be logged on My Concern. Communication will be with both the parent and the student and should be verbal communication where possible.

All students who are considered 'vulnerable' will be invited to attend school during a period of whole school closure. The School will work closely with the Police and identify students they believe are at risk of exploitation during the period of school closure. The Police will carry out home visits and welfare calls and liaise with the school.

Attendance to live lessons will be monitored by the PALS and parents will be contacted / support offered if this causes a concern

All students will have weekly face to face contact with their form tutor on a Friday afternoon. Non-attendance to this session will be followed up by the form tutor, weekly wellbeing and PSHE sessions and activities will be set to support students. Students will also have a weekly assembly with their PAL where they will be reminded of the support available and how to access this.

PALS to communicate to all parents fortnightly and update parents on wellbeing support available and how to access support in school.

DSLs / PALS will continue to liaise with external agencies where additional support is needed.

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?

Where the school remains open and staff are in school, the following will apply;			
KS5 – 1 or more self-isolating	Work will be available and accessed through Google Classroom	Lessons will be available through google classroom meet/zoom/teams, using a live feed from the classroom	Need not be the full 5 hours, use professional judgement to pick points across day/lesson
KS4 – 1 or more self-isolating	Work will be available and accessed through Google Classroom	Lessons will be available through google classroom, using a live feed from the classroom	Live feed for the full lesson, use professional judgement to pick points across lesson, maintain contact and support isolating students. Use time where class is engaged in independent tasks
KS3 – 1 or more self-isolating	Work will be available and accessed through Google Classroom	Lessons will be available through google classroom, using a live feed from the classroom	Live feed for the full lesson, use professional judgement to pick points across lesson, maintain contact and support isolating students. Use time where class is engaged in independent tasks
Class	Work will be available and accessed through Google Classroom	Teacher will deliver lesson via google classroom for students, in line with timetable	
Year group	Work will be available and accessed through Google Classroom	Students will follow normal timetable at home. Teacher will deliver lesson via google	

		classroom meet/zoom/teams for students, in line with timetable	
Campus	Work will be available and accessed through Google Classroom	Students will follow normal timetable at home. Teacher will deliver lesson via google classroom meet/zoom/teams for students, in line with timetable	
Where the school is closed but staff remain well and 'on duty', working from home;			
School	Work will be available and accessed through Google Classroom	Students will follow normal timetable at home. Teacher will deliver lesson via google classroom meet/zoom/teams for students, in line with timetable	Live feed for c.50 mins of lesson, (KS3, 4, 5) use professional judgement to pick points across lesson, maintain contact and support students. Use time where class is engaged in independent tasks
Students with no computer access	Learning packs provided to identified students (PALs)		
Staff would be expected to act in the following way, in relation to home learning;			
Staff in school but student(s) absent/isolating	Work will be made available on Google Classroom	'Live' feed from lessons as situation dictates	Live feed for c.50 mins of lesson (KS3 & 4), use professional judgement to pick points across lesson, maintain contact and support isolating students. Use time where class is engaged in independent tasks

Staff in school but class absent	Work will be made available on Google Classroom	'Live' lessons to class following normal timetable	
Staff in school but year group absent	Work will be made available on Google Classroom	'Live' lessons to year group following normal timetable	
School closed, staff remain on duty, working from home	Work will be available and accessed through Google Classroom	Staff will follow normal timetable at home Teacher will deliver lesson via google classroom meet/zoom/teams for students, in line with timetable	
Isolating staff, not ill, students in school (KS5)	Work will be made available on Google Classroom and also sent to HoD	'Live' lessons to KS5 as situation dictates	At KS5, need not be the full 5 hours/full lesson, use professional judgement to pick points across day/lesson KS5 students use own devices in classroom KS4 Lessons will continue to be supervised by 'cover'
Absent staff/illness	Cover/work still sent to Google Classroom and HoD		

