



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?

Students will be asked to log directly onto Microsoft Teams to access their lessons with immediate effect. Students may be given additional materials to take home with them (text books, resources needed)

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 teach in school.

Students in school are in normal scheduled lessons with their teacher. Teaching staff then use Microsoft Teams to dial into an online meeting with those who are at home. The lesson content is the same as both sets of children access the same teacher at the same time.

Remote lessons are slightly shorter (40 minutes) to allow a break from screens in between lessons and a slightly longer break and lunch. Lessons within school stick to the usual school times with 50-minute lessons.

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	5 hours: 6 live lessons per day
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Accessing remote education

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

All lessons are shared via Microsoft Teams.

Students are allocated to a different 'Team' for each lesson scheduled. Lessons are scheduled in the Teams calendar, from which, students can dial in at the correct time. All lessons are live, but in addition, most are recorded so that lesson content can be accessed at a different time if the lesson is missed.

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 allocated devices that we can lend to families who need a device or additional devices to ensure that all children within the household are able to access Microsoft Teams. For some families, we have provided a keyboard to adapt an X Box for example.
- We have allocated Wi-Fi dongles that can be given to families who need support with wireless. In addition, we have a number of SIM cards with data allowances that can be used with devices at home
- Our office staff are able to print any resources needed and collate this for collection/posting
- Electronic work should be submitted to the subject teacher via Microsoft Teams, on the class note book or the assessment page. If work is completed on paper or is a 3D project, students are encouraged to take pictures and send this to the teacher via the same pages on Teams.
- Please contact the main school reception on 01672 565000 for any help or information

How will my child be taught remotely?

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

As a school, we are committed to delivering online, live lessons to all learners as per their usual timetable. In some cases, Oak National Academy lessons are used to supplement learning, or to consolidate prior knowledge.

Live lessons take place on Teams with live access to the class teacher.

Students both at home and online are able to interact with the same teacher.

In KS3, in Guided Literacy lessons only – this is an off-screen reading lesson where students are encouraged to read for pleasure.

In KS4, students have subject specific textbooks for certain subjects to supplement learning. These are allocated at the start of the course, and have been sent home for those working remotely. For students who are in receipt of PPG, these have been provided.

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?

- Ideally, students should be allocated with a space to work where they have access to a device and materials needed for lessons. Basic stationary (pen, pencil and paper) is all that is needed. In most cases, the work is completed electronically. It can be useful to have paper and a pen for notes/working out.
- Parents should ensure that their child is logged onto their lessons and is submitting work to their teachers

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

We monitor online activity in a number of different ways:

- Daily attendance to online lessons. Absence is reported to parents by **11am** the same day asking parents to ensure their child is logged on
- Weekly reporting to Middle and Senior Leaders on attendance, device accessed and engagement statistics from within the lesson per child (questions answered, time in lesson)
- Engagement and attendance are monitored and reported to parents weekly on an incremental scale starting with contact with tutor, then pastoral or SEND lead worker to Assistant Head Teacher. Parents are contacted weekly with the aim of addressing resolving the attendance issue.
- Engagement with assessment/assignment work is monitored weekly through Subject Leaders, overseen by the Deputy Head Teacher. Parents are contacted weekly with a report detailing any missed assignment work

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:

Teachers are able to offer live informal feedback to students within the lesson through questioning and any other valid form of assessment; quizzes (Kahoot for example) Colleagues may use a range of exit strategies to check understanding at the end of the lesson.

Formal feedback will take place on any piece of work that requires deep marking. Deep marking takes place every three weeks for students in KS4 and for core subjects in KS3. In all other subjects in KS3, deep marking is expected every four weeks. For pieces of formal feedback, students are then expected to make the necessary improvements based on their teachers' comments.

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 Assistants are allocated to the class team whom they regularly work with for each subject. They are able to access the lesson live to see what teaching colleagues are delivering in real time. For those who require additional support at home, TA's call students directly via Teams either individually or in small groups to facilitate the work set. In many cases, this additional call is for confidence and support, but has encouraged students to engage with work that they may have felt is 'too challenging'.
- Scheduled intervention sessions for Literacy and Numeracy for students across both phases continue to take place online via separate breakout groups.
- ELSA sessions for targeted students continues to run via Teams for individuals and small groups
- A large percentage of students with ECHP's are coming into school to access lessons with their teachers
- We operate a single point of access for students with protected characteristics, 01672 565005 or senco@pewsey-vale.wilts.sch.uk

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?

The system we have set up allows for learners to dial into live lessons whether we are in a National Lockdown or they are isolating at home. Even when we return to full time school, we will continue to use Teams to set work, collect in assignment work and interact with the students outside of lesson times.