

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?

Whilst staff will endeavour to provide work through Satchel One as soon as possible, if your child has nothing set, please refer to the Blended Learning Brochures. These set out tasks and activities all pupils in all year groups can undertake in order to continue their learning. They can be accessed on the school website.

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, during a full lock down, some department areas will be providing a bespoke scheme of work for the pupils being taught in school, in order to ensure continuity of subject matter even if they have a range of teachers.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The pupils will be set work for the length of each lesson in the day:

Assembly (once a week) 8.50 - 9.05 am (All Years - check Year Group days for assemblies)

- P1 9.05 - 10.05 am (All Years)
- P2 10.10 - 11.10 am (All Years)
- P3 11.15 - 12.05 pm (Years 7 and 8)
11.15 - 12.15 pm (Year 11)
11.15 - 12.25 pm (Years 9 and 10)
- p4 1.10 - 2.10 pm (All Years)
- P5 2.15 - 3.10 pm (Years 9 and 10)
2.15 - 3.15 pm (Year 11)
2.15 - 3.20 pm (Years 7 and 8)

Accessing remote education

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

All work will be set using Satchel One (pupils log on via the tile on RM Unify).

Staff may then direct pupils to log onto Teams in order to access a live lesson – they will be sent the link for this or be able to access it through the Microsoft Calendar.

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:

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- Laptops are issued to our high priority pupils who are unable to access remote learning at home.
- If necessary and clear need is shown, we are able to provide pupils with a dongle which enables internet access from home
- Heads of Year have the discretionary authority to invite pupils into school to access onsite learning if there is no other way for pupils to be able to access their learning effectively.

How will my child be taught remotely?

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

- Our aim is that 50% of online lessons involve some live teaching via Microsoft Teams.
- Static lessons – work is set on Satchel One and pupils work through it independently. This may also incorporate ‘voiced over’ power-points produced by the teachers.
- Textbooks and reading books pupils have at home

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?

- Pupils are expected to engage with all remote learning provided. If they are unable to attend a ‘live’ lesson, the expectation is that they will inform the teacher ahead of time by communicating with them through Satchel One.

Our aim is that all live lessons are recorded, therefore if there is an issue with access at home then, a pupil would be able to listen to the recording at a later date to receive the same input as others in the class.

Pupils are expected to submit work as and when requested by a staff member, although work submission is not expected after every lesson, in the same way that a member of staff would not request books to be handed in after each lesson.

- We ask that parents support their children by encouraging them to be up and dressed and ready for the school day, at home, in the same way that they would at school.

If pupils are confused or ‘stuck’ with their work, we ask that parents encourage them to communicate this with their teachers through Satchel One.

Monitoring attendance and behaviour during ‘live’ lessons will support the school’s desire to ensure lesson time is spent focusing on learning rather than chasing pupils or addressing the inappropriate use of Teams.

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

- A range of strategies will be employed to ensure pupils are engaging with their learning, these could include: interactive conversations on Teams; Microsoft Forms responses to assess understanding; formative assessments (short, focused); summative assessments (longer, wider range of knowledge/skills assessed); punctuality of work submitted and quality of work submitted.
- Staff will be continually monitoring the engagement of pupils using the strategies above. If pupils are causing concern because of their lack on engagement, parents will be notified and we will discuss ways in which we can support pupils to engage more effectively.
- Parents will also be notified if their child is maintaining a high level of engagement with a positive letter of congratulations sent home.

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, although different department will use a different blend of the methods:

- Direct feedback during 'live' lessons, in response to pupils' contributions.
- Whole class feedback in response to assessments or quizzes.
- Individual pupil feedback on work submitted as a summative assessment.
- 'Exit' card questions at the end of a lesson to discern the level of understanding.
- Some 1 to 1 feedback – especially in Year 11 in response to work completed.

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:

Remote education for self-isolating pupils

- SENCOs are calling EHCP pupils who are working from home, weekly.
- Linked LSAs are making regular contact with their linked pupils.
- Virtual LSA support is being provided in both 'live' lessons and lessons on Satchel One.
- LSAs supporting pupils in 'Live' lessons take notes and use the chat function to support pupils directly
- LSAs can support pupils after the 'live teacher input' through a separate Team, like a study session. LSAs provide scaffolding support, use the whiteboard function, can view pupil work and provide additional support and guidance on how to improve.
- LSAs continue to provide Study sessions remotely where possible.
- Pupils who require physiotherapy are receiving this via video link directly with the Physiotherapists.
- Virtual ELSO sessions are provided to pupils as appropriate

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?

All work will be set via Satchel One as classwork, with the addition of 'For Self-Isolating Pupils Only' in the task description.

Many subject areas will then ask that the pupil logs onto the Teams chat where they will live stream the lesson from the classroom.