

## **Remote education provision: information for parents**

### **The remote curriculum: what is taught to pupils at home**

#### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

We already have processes in place to switch to remote learning. Teachers are uploading lesson material by 8:30am to their class Teams to ensure isolating students have access to the learning that matches closely to that taking place in the classroom.

#### **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.

### **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	4 hours
-------------------	---------

## **Accessing remote education**

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

All learning will take place through Microsoft Teams. Students can access this by visiting [www.office.tmet.org.uk](http://www.office.tmet.org.uk). The College website remote learning page includes detailed information and tutorials showing students how to access their learning.

### **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 issued school laptops and mobile dongles to students provided by Government following the criteria given to us.

If families inform of difficulties regarding technology, we log this information to see how we can support prioritising vulnerable, PP and EHCP students. To date we have issued devices donated by the Cambs Youth Panel and distributed sim cards with free mobile data to families in need.

We have contacted families regarding a Government and Mobile provider scheme offering free mobile data tops for families without a home broadband connection.

As we await further devices from Government, we invite students into College where they can access their learning.

## **How will my child be taught remotely?**

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

Teachers will post on their class Team a link to a meeting. Students should join this meeting to allow staff to take a register, after which:

- The Teacher will continue with the meeting, what we call a 'live lesson'. This allows the teacher to talk to students, share their screen, use a virtual whiteboard and communicate verbally or through the onscreen meeting chat.
- The Teacher will begin the lesson explaining what students will be learning about and directing them to a Teams assignment. The assigned resource will contain an element of input through a recorded lesson or presentation. The Teacher will remain available through the in-meeting chat to support students in their learning.

## **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?**

Registers are taken at the start of registration and each lesson. Non-attendance is followed up. Students are expected to engage in lessons through a range of activities set by the teacher, such as, live polls, chat feature, short Flipgrid videos, hands up, cameras on and quizzes.

Formative assessment can be in lesson as above or written feedback provided after a Teams assignment has been handed in. Summative assessment is in line with trust policy and benchmarked with other trust schools.

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

Teachers log engagement points for students each week:

- 0 – No/poor engagement with remote learning
- 1 – Good engagement during lessons/quiz/independent work
- 2 – Excellent engagement - above and beyond

- Heads of Year monitor the engagement of students weekly and make contact with families if engagement falls below expectation.
- Non-attendance is followed up.
- Vulnerable, EHCP, Pupil Premium and SEND are contacted at least weekly.
- Tutors and mentors are also contacting students weekly.

## **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:

Towards the end of a lesson, students will be asked to either complete a quiz and/or be asked to upload their work to a Teams assignment. This allows the Teacher to assess the progress that has been made and inform future planning. The work students upload could be a photo of class work, a video clip electronic document such as a PowerPoint.

Summative assessment is in line with trust policy and benchmarked with other trust schools.

## **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:

- Regular home contact by phone and email
- Access to support via dedicated Teams throughout the school day
- In-school support for vulnerable students
- Bespoke intervention packages as required
- Working with external professionals to provide targeted interventions

## **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?**

Students will continue to follow their timetable and visit Microsoft Teams to access an assignment set by their Teacher. In place by 8:50am each morning, the assigned learning material will include a clear instruction and be in line with the planned curriculum.

Typically, this will consist of the following:

- Presentations and worksheets containing key information and tasks
- Links to external websites such as BBC Bitesize, YouTube and Seneca Learning
- Online Textbooks
- Instructions to access assigned material on subject specific resources such as 'Collins Connect'

Student will still receive feedback in line with each department's policy.