

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 if 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?

All remote education will start within 24 hours of a student being sent home. A student's normal timetable will be available on MORE+. Teachers will 'set' a lesson to be virtual so students can attend. Teachers may set this up to 24 hours before the lesson starts or as the lesson starts so students can log on. available immediately.

By using the Invictus Education purpose-built system, it is possible to create virtual classes, enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations and lessons.

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?

Continuing the planned curriculum

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. However, in these and other cases, video demonstrations linked to the curriculum are made available, enabling students to receive feedback on how to progress, these can substitute well for practical work, particularly if accompanied by teacher explanation, commentary and a text book or electronic resource. Some practical lessons will set independent work on MORE+ for students to access.

Physical education:

Physical education is a difficult subject to teach remotely. Some aspects may be able to be delivered using video demonstrations. At the same time, taking account of any restrictions in force and pupils' age and living circumstances, pupils should be encouraged to take regular physical exercise to maintain fitness.

Teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills

Some pupils with SEND will require specific approaches tailored to their circumstances. TA's remote in separately to the teacher to offer 1:1 support for students.

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:

Secondary school-aged pupils not working towards formal qualifications this year	5 hours including tutor time
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Secondary school-aged pupils working towards formal qualifications this year	5 hours including tutor time.
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Accessing remote education

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

Through the schools VLP MORE+.

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:

- The school contacts all parents of PP children in the first instance and then all parents to see if anyone needs a laptop.
- Laptops can be collected or delivered by school if collection is not an option.
- Parents can contact the school on: info@pedmorehighschool.uk for information on being issued a device.
- If students request any printed materials needed, these are posted out on a weekly basis.
- Pupils can submit work to their teachers online or leave in the school reception with the teachers and students full name on it.

How will my child be taught remotely?

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

- live teaching (online lessons) -including the opportunity for teachers to question individual pupils and for pupils to pose questions to teachers or peers, for example using the 'Chat' function
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home (both 'hard copy' and electronic)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Tests and quizzes are an important part of effective teaching and are used.
- Where lessons are recorded, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access.
- Year group assemblies

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?

Students:

- Students are expected to attend all their lessons each day unless they are ill.
- Students are expected to engage in the lesson and attend for the full length of the lesson.
- Students are expected to complete any work and hand it in by the deadline set by the teacher or member of staff.
- We would expect parental support in ensuring students attend their lessons each day. For example, setting routines to support your child's education.

Parental support:

First the basics:

- Ensure your child has **access to a working computer**. (contact school if not)
- Make sure they **have the charger handy** if they're using a laptop, and that it's sufficiently reliable to last through heavy usage.
- **Headphones** with a microphone are also useful for video conferences and lessons, especially if your house is a noisier one.
- Communication between you and your child, as well as between siblings who may have to share electronic devices, is also important. To prevent arguments or overlaps on the use of a computer, set up a schedule, giving priority to children who have to participate in real-time, online lessons.
- Setting up a routine... but being flexible - Work out a feasible, comfortable timetable for your child, scheduling set times to complete homework and assignments, so that there is some structure and discipline in their day. At the same time, teachers' online learning plans may change, so be prepared to be flexible with your child's schedule as well.
- Minimizing distractions – Students will need a solid routine. If possible, situate the computer or tablet your child will be using for remote learning in a room without distractions, such as the television or pets who may be distracting.
- It's also useful to set a few ground rules on the use of the internet during periods of remote learning, and clearly separate "learning time" from "leisure time" (social media, online TV, etc.).
- Online safety and positive conduct - Most children are confident users of the internet, but using the internet for fun as they usually do is different from using it for proper learning. Remind your children to behave appropriately online with their teachers and peers as they would in school, and to ensure that all communication is conducted in secure chat platforms.

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

At the end of each school day, the Invictus Education Trust send out a Virtual Lesson Summary, this details all lessons that have taken place, the teacher, year group, start time, scheduled duration, actual duration, students invited, students attended and the media used (microphone, camera, chat facility etc.). The lesson summary lists all students that were absent. This information is shared with the Headteacher, who shares it with the pastoral team, including the HOY, Safeguarding team, SENCO and student support team. Students who did not attend all of their lessons are contacted the next day to check on the reason for their absence and any support needed for the students or family.

- Individual teachers, will check students' engagement with remote education in their lesson.
- If a child is attending but not engaging, contact is made with parents or carers to discuss this a concern. Contact is made through a phone call, email or text message. Initially a phone call, but if no response a text message, followed by another phone call.

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:

In this section, please set out briefly:

- Methods used to assess and feedback on students' work are online discussion during the lesson, questioning, independent GRIT tasks, work emailed into the teacher and online homework and class activities that can be completed on MORE+.
- Students will receive feedback on their class work during the lesson (if applicable to the lesson) or in line with the homework schedule for each individual subject. Each teacher will set independent work during the lesson and will set a specific time for this to be 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:

All students with an EHCP have been offered a place to attend in school provision and access to computers/applications within school. Those who do not wish to accept this place continue to receive weekly telephone calls/welfare checks to ensure students have adequate support. Some adaptations have been made to timetables to relieve stress on students/supporting families. For example, attending core lessons only, the offer of a full curriculum remains but only if this is achievable. Students' who have been seen by Learning Support Services (LSS) may have access to specifically tailored resources, sent out electronically, based on the targets identified through assessment. Some Outside Agencies (eg. Autism Outreach) continue to liaise with school to identify students requiring additional support whereby telephone/remote contact can be made to students/families as required. Teaching Assistants (TAs) continue to assist students' either virtually or when in school, creating/adapting resources to ensure students can access a full curriculum. They are also available if required, to dial in to remote lessons to assist in specific curriculum areas if requested by staff or students.

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?

When students are sent home to isolate they have full access to their lessons that are taking place in school. The key differences here are that the teacher has to divide their time by answering questions from the students in front of them and the students at home, therefore this may create a delay in the answering of questions from each group of students.

All classrooms have cameras and microphones so students at home should be able to experience a lesson through the VP as close to being in the classroom as is possible. Sometimes this is difficult with IT issues, however these are addressed immediately by our vast IT team.