

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

The remote curriculum: what is taught to students at home

A student'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 and ensure students have full access to the laptops they require.

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

Work will be set by our staff. On the first full day of absence, our approach is that students should log in to MS Teams. If the entire cohort is isolating/at home, we will provide a lesson with 'live' input from their teacher. If part of a cohort is isolating/at home, the work set will be shared on Teams each day and will contain clear and recorded teacher input as part of the instructions to students.

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?

Orchard School is committed to a high-quality learning experience for all, whether that is face-to-face or through work designed to be done at home. All work will be relevant to the child's current taught curriculum

We adhere to the following principles:

- All work will be clearly explained.
- Students will work in their exercise books or subject folder wherever possible, maintaining the sequence of learning.
- There will be routines and regular opportunities for students to submit work to their teachers.
- Work will be returned to students in a format which is appropriate with acknowledgement of what has been completed.
- No children will be disadvantaged by being at home and being taught remotely.

Consequently, there should be no obvious gaps in the curriculum covered.

Work may need to be for a longer period of time. This may include a range of work, including worksheets, Oak Academy resources or PowerPoints with teacher instruction.

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:

<p>Secondary school-aged pupils not working towards formal qualifications this year</p> <p>Year 7, Year 8, Year 9 and Year 10</p>	<p>All work set aims to enable students to be active in their remote lesson for 30-45 minutes, for 5 lessons each day (excluding P.E and Enrichment lessons). There will be follow-on tasks set as necessary for next lesson as homework.</p>
<p>Secondary school-aged pupils working towards formal qualifications this year</p> <p>Year 11</p>	<p>All work set aims to enable students to be active in their remote lesson for 30-45 minutes, for 5 lessons each day (excluding P.E and Enrichment lessons). There will be follow-on tasks set as necessary for next lesson as homework. Revision is expected in addition to this.</p>

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

Your son or daughter should log in for morning registration at 8.40 am on MS Teams. They should check MS Teams regularly at a minimum once a day at 8.40 am – this is the how they will be notified of all work to be completed.

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. All students will need access to a computer / device (a phone will not be sufficient). We take the following approaches to support those pupils to access remote education:

- We can support where there is an issue with broadband width/coverage, through giving out extra dongles.
- We have surveyed the whole school for access to laptops and have allocated resources where we have identified a need.
- We have already provided over 120 children with access to a laptop throughout this period of time

Please let your son/daughter's Head of Year know of any problems with online access.

How will my child be taught remotely?

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

1. If **part of a year group** is asked to self-isolate for a longer period of time, or **individual students** are self-isolating, school will post work on MS Teams. This may include a range of work, including worksheets, Oak Academy resources or PowerPoints with teacher instruction.
2. If a **whole year group**/or **the whole school** must self-isolate, school will post work and instructions at 8.40 a.m. each day on Microsoft Teams. This will be taught, live lesson content.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

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They should check MS Teams regularly at a minimum once a day at 8.40 am – this is how they will be notified of all work to be completed.

They will need access to a computer / device (a phone will not be sufficient). We have surveyed the whole school and have allocated resources where we have identified a need. Please let your son/daughter's Head of Year know of any problems with online access.

Ensure your son or daughter completes all work set each day. Make sure that your son or daughter can work in a quiet, safe environment, free from distractions.

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

Our teachers consider whether there is partial engagement or none at all. If none, we will feed information initially through to the tutor and the pastoral team for that Year group, in order to make contact with home and to ask about any barriers to learning.

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:

Students will be asked to complete their work as 'Assignments' in MS Teams. Feedback can be provided on an individual basis through the use of Assignments.

Whole class feedback will be through a variety of methods, including for example using a summary video or narrated Powerpoint for 3-5 minutes to address key misconceptions, sharing and modelling exemplars, then giving students an opportunity to improve/complete task and resubmit as before.

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. Where a student has LSA support and benefits from small group interventions, an LSA will be assigned in order to support the learning process at home.

As part of our approach to inclusion we encourage our teachers, just as they would in school, to adapt resources so that all students can access learning.

More widely, we will communicate regularly with home through our Pastoral teams in order to ensure that any issues regarding learning and welfare can be raised and then fed back to class teachers.