

# Remote education provision: information for pupils and parents



This information is intended to provide clarity and transparency to pupils and parents/guardians 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 document.

## **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?**

In the event that the Academy is required to send pupils home during term time, we will provide them with a 'home learning' work book to complete for the first three days.

In the event that a decision is taken while pupils are on school holiday, we will provide independent remote learning via Microsoft Teams. This will be in the form of pre-recorded lessons and resources from other platforms such as Oak Academy.

### **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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate.

However, we have made some adaptations to the number of live lessons taught each day and to the content in some subjects, such as Design and Technology where there is a significant practical element where specialist equipment may be required.

The reduction of 'taught' hours is due to staffing live lessons where two members of staff are required to be present in all 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:

Secondary school-aged pupils not working towards formal qualifications this year	Five hours per day, made up of: <ul style="list-style-type: none"><li>– Three hours of live lessons per day</li><li>– Two hours of additional independent remote learning via Microsoft Teams, SENECA or other platforms such as Oak Academy.</li></ul>
Secondary school-aged pupils working towards formal qualifications this year	Five hours per day, made up of: <ul style="list-style-type: none"><li>– Four hours of live lessons per day</li><li>– One hour of additional independent remote learning via Microsoft Teams, SENECA or other platforms such as Oak Academy.</li></ul>

## Accessing remote education

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

We use **Microsoft Teams** to provide remote education to our pupils, including 'Live Lessons' and to provide any resources that they need access to. They can also submit completed work via this platform.

Microsoft Teams is part of Microsoft 365. All pupils at the Academy have a Microsoft 365 account and can access the lessons and content from any internet connected device.

If your child can't remember any of their login details, parents should contact their child's group tutor to request this information.

## **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:

### **Lending/Issuing laptops:**

We completed a survey of all pupils to evaluate IT access during the first lockdown. Since then we have already issued over 100 laptops to families who have requested them. We have prioritised the following groups:

- Pupil Premium (pupils eligible for free school meals)
- Year 11 pupils (who are working toward formal qualification this year)
- Pupils designated as having special educational needs
- Families where one device is being shared with siblings

If you would like to make a request to be issued a laptop, please complete the following form to add your child to the [Waiting List](#).

### **Lending/issuing devices that enable internet access:**

Students eligible for a 4G wireless router will be identified via the survey mentioned in the previous section and then a request will be submitted to the DfE. Again, we will prioritise pupils in the following way:

- Pupil Premium (pupils eligible for free school meals)
- Year 11 pupils (who are working toward formal qualification this year)
- Pupils designated as having special educational needs
- Families where one device is being shared with siblings

If you would like to make a request to be issued a 4G wireless router, please contact Mr Chris Dean: [c.dean@thestleonardsacademy.org.uk](mailto:c.dean@thestleonardsacademy.org.uk).

### **Providing access to printed materials:**

Pupils can access printed materials either by collecting them from main reception at the Academy or by calling the academy reception and requesting them to be posted to your home address.

### **How to submit work to teachers if you are not accessing work online:**

Pupils can submit paper copies of their work either by dropping them to the Academy main reception or by posting it to the Academy. In either case the name of the student's main class teacher for that subject should be clearly marked, as well as the pupil's own name and year group.

Please note that there will be a delay in returning any work submitted as, following government guidance, all materials will need to be quarantined for at least 72 hours.

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

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

- Live teaching (online lessons) delivered by TSLA Teachers
  - Three hours per day for Year 7-10
  - Four hours per day for Year 11
- Pre-recorded lessons (including Oak National Academy lessons as well as video recordings made by TSLA Teachers)
- Quizzes, activities and assignments set via Microsoft Teams
- Commercially available websites including SENECA and MathsWatch
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)

## **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 should know their usernames and passwords for Microsoft 365 to access remote learning.

They should log in each day and join the lessons that are scheduled for them and complete the work that has been set by their teachers.

Parents should ensure that your child joins their scheduled 'live lessons' in a shared space where you can monitor them. Ideally a living or dining room, they must not be joining Microsoft Teams from their bedroom.

Your child may be asked to use chat features and/or unmute their microphone to ask or respond to questions. This will be decided on a lesson by lesson basis; please follow the requests of the teachers. When asked to participate via voice or text chat, your child should always use appropriate language making sure not to cause offence to others.

Full guidance about the use of Microsoft Teams and 'live lessons' was issued to all parents in September. A copy of the guidance can be found in the appendices of the Academy's '[Online Safety Policy](#)' which is available on the Academy website.

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

Registers are taken for all live lessons. These are completed by one of the teachers who is present in the lesson.

In addition to this, Microsoft Teams maintains a daily account of pupils engagement with the platform, including their attendance to scheduled lessons and access to files and assignments.

Engagement with remote learning and attendance to live lessons is being monitored by Heads of Year. Where pupils are failing to engage with their remote education, the Head of Year or your child's tutor will make contact with you to discuss their lack of engagement and to see if there is anything we can do to help get them engaged in their 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:

- Feedback will be given in lessons both verbally and using the chat features
- Teachers will also use other features such as 'hands up', 'polls' and 'quizzes' during lessons to check confidence and understanding
- Quizzes, activities and longer form assessments will be set for pupils to complete during their 'independent learning time'. When these have been submitted teachers will provide 'whole class' and/or 'individual' feedback.
- Teachers will also set work on applications such as SENECA and MathsWatch that provide instant feedback to pupils on how they have done.

## **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 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 guardians to support those pupils in the following ways:

- Completing welfare calls with parents to make sure that their child can access the remote learning. We will explain the timetable and guide them through how to log in to Microsoft Teams.
- Visual timetables have been created for SEN pupils and these are shared via the SEN department.
- Core subjects in Years 9, 10 and 11 are being taught by ability. This means that live lessons are being adapted to suit the varying needs of the pupils.
- In non-Core subjects and at Key Stage 3 where students are taught in mixed ability groups, activities are being differentiated.

## **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 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 a pupil is required to self-isolate we will provide them with a home-learning booklet. This will cover the first three days of their self-isolation. We will also inform their teachers that they are self-isolating and each teacher will provide work for them to do via Class Charts.