



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?

Our remote learning provision is available for immediate start-up from the first day of the requirement for online provision. A remote learning timetable (with Google Meet links) is available for distribution at short notice.

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, practical subjects such as Science, Art, Games and PE are adapted appropriately and the order of curriculum delivery may be adjusted to deliver material more appropriate to the remote learning environment.

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:

EYFS (Reception)	6 hours (including 1 hour 40 mins of break time)
Key Stage 1 (Year 1)	6 hours 25 mins (including 2 hours 15 mins of break time)
Key Stage 1 (Year 2)	6 hours 15 mins (Including 1 hour 45 minutes of break time)
Key Stage 2 (Years 3,4 & 5)	6 hours 40 mins (Incl. 1 hour 20 mins lunch and break time)
Key Stage 2 (Year 6)	6 hours 40 mins (Incl. 1 hour 20 mins lunch and break time)
Key Stage 3 (Years 7 & 8)	6 hours 40 mins (Incl. 1 hour of lunch and break time)

Accessing remote education

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

Reception – Pre-recorded material via secure school YouTube channels and Live learning & pastoral sessions using Microsoft Teams

Year 1 to Year 8 - Pre-recorded material via secure school YouTube channels and Live lessons, Live drop-Ins, Form times and pastoral sessions via Google Meets with resources and instructions distributed via Google Classroom.

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 established that all our pupils have access to adequate IT provision to support their online learning

How will my child be taught remotely?

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

live teaching (online lessons)

drop-In sessions (Staff monitored open meets for pupil Q&A and assistance)

recorded teaching (Secure SPCS YouTube channel, video/audio recordings made by teachers and embedded in lesson presentations have advertising removed (e.g. using Video Link)

worksheets, where used are not distributed as paper copies. Pupils are asked to print off if possible but tasks are designed to be completed from a screen reading too if printing is not possible.

textbooks and reading books pupils have at home or have ordered. Where pupils are asked to order resources, the school will buy back texts etc. once used.

commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

We ask our parents to:

Make sure your child understands and is aware of our expectations. These are explained in the Prep school ground rules. For Pre-Prep expectations will be explained during any live sessions.

Supervise your child's internet use and online learning – make sure you are aware of when online learning will be taking place

Make sure you know who your child is talking to or messaging

Pre-Prep parents, please support your children in accessing links and starting tasks. These may need downloading or printing

We still have a statutory requirement to register pupils each day. This will be done in Form time for Prep school pupils. Pre-prep parents should email the form teacher and the office if their child will be absent that day.

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

A high proportion of lessons are live and we have a “cameras on/microphones off” policy with electronic hand raising to request microphone use.

Drop-In sessions and sessions for independent work are used for tasks assigned to be completed in that time where possible. Tasks are shared with the class/teacher or handed in for marking and feedback. Annotation of scripts and verbal & written feedback are given (see below)

Daily form time and weekly Year group meetings between staff allow careful monitoring and reporting of pupils who may be struggling to engage.

Actions will vary by case but may involve:

individual or small group pastoral chats

agreed strategies/plans to facilitate better pupil engagement (agreed with pupil and parents)

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:

Reception

Parents and staff will continue to use Tapestry to evidence learning and provide feedback

Year 1 and 2

Marking and feedback is task dependent. The subject teacher will let you know if you need to submit your work, giving details as to when and how. Feedback will be given via marking over Google Classroom.

All maths will be marked by either a teacher or a TA.

Group calls will be used to share work

Collate all other work in scrapbooks or folders at home and we will celebrate all pupil's efforts on return to school

Years 3 and 4

All assignments should be submitted through Google Classroom in the Classwork section. Please do not email work to the class teacher or post it on the Stream

Every week, one piece of English and IPC will be given a "deep" mark and all other work a brief comment

All Maths will be marked either by a teacher or a TA. Answer sheets for Maths may also be sent home to self-mark

Years 5 to 8 - Methods of feedback will vary depending on the format of the work set and will include

Written comments – especially in response to longer written assignments

Staff or Peer Feedback through presentation/sharing of work during live lessons

Self-Marking against a provided Mark Scheme

Identification of common errors across submissions and follow up during live lessons through teacher feedback and discussion

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 may require additional support with learning:

Our Learning Support department continues to operate a range of small group support sessions and in class support for pupils requiring extra help.

Custom materials are produced where required to allow pupils requiring extra support to access the material being delivered to their peers at an appropriate level.

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?

Where individuals are self-isolating where their cohort remains in school, a custom programme of study will be devised and sent out to allow the pupil to maintain pace with their peers as far as is possible.