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?

- In the first day or two of pupils being sent home, work will be provided for all lessons on Satchel One that students can complete independently.

- Beyond the first day or two, work will be provided using a range of online platforms. This will include 'live' lessons for the vast majority of taught lessons, using Microsoft Teams.

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, the core PE curriculum may be adapted to suit the home environment and practical subjects like DT, and the expressive arts may also be adapted based on the appropriate nature of resources available at home.

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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	5 hours, which is in line with the working school day of 6 lessons (50 minutes each)
Key Stage 4	5 hours, which is in line with the working school day of 6 lessons (50 minutes each).
Key Stage 5	For each hour of classwork, one hour of independent study.

Accessing Remote Education

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

The vast majority of online remote education will be accessed via:

- Satchel
- Microsoft Teams

Other platforms are used in subject specialisms.

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 are regularly auditing our families and seeking out any who are having issues with digital access at home. We welcome communication as we are determined that every student in the school should have access to a suitable device on which they can work remotely – and for the vast majority of students that will be a laptop.

If any parents or carers have questions or concerns they should contact Ms R Miller, Deputy Headteacher – millerr@wallingfordschool.com

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How will my child be taught remotely?

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

- live teaching through Microsoft Teams (online lessons)

- work provided through Satchel One

- recorded teaching e.g. Oak National Academy lessons, Loom recordings and video/audio recordings made by teachers

- 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?

- Attendance at all live lessons is expected
- The child/ren must always be in daytime clothes (no pyjamas)
- The video function is expected to be active as this supports staff in checking engagement and makes for a better learning experience.
- The mute function will be activated as pupils join the lesson, but pupils may unmute themselves to say hello and to respond to the member of staff or to take part in discussion. At all other times, students should mute themselves as this supports the smooth delivery of on-line learning.
- The use of Microsoft Teams as a platform means that our lessons can only be activated via the class channel or with the appropriate permissions

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

- Regular checks on attendance and engagement will take place by the class teacher and the tutor and head of year.
- We encourage engagement in live lessons through turning the video function on, engaging with discussion when required and using the chat box function amongst other features.
- Tutors will touch base with tutees every morning on Microsoft Teams (after the initial first few days) and may also touch base on an individual basis to provide additional support.

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- The tutor, pastoral team or class teacher will get in touch via email or phone if there are concerns

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:

- Teaching staff will make it clear which pieces of work pupils are to submit.

- Work that is submitted will be acknowledged, and in the case of extended pieces of work or assessments, lengthier and constructive feedback will be provided.

- If students are to complete work, but not submit, it may be that this work will be used as part of an ongoing piece of work that will be assessed at a later point, or it may form part of the next lesson where the student could have the opportunity to show their work.

- Ongoing assessment will take place in live lessons through the form of live questioning, discussion, and the sharing of work.
- We encourage all students to take part in questioning and use the chat-box function to show engagement and allow the teacher to continually assess the progress of students.

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:

- Teachers will provide appropriate and differentiated work through Satchel One and in any live lessons.

- Bespoke provision for students with specific needs will also be provided.

- Remote support will also be available from the SEN department, where TA's will be assigned to work with students where there is a need.

- We will invite some students into school where possible to provide more tailed 1:1 support.

- HLTA's and the SEN coordinator will also communicate with families to provide additional support where required.

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?

- Pupils who are self-isolating can expect work to be on Satchel One.

- The work will be able to be completed independently and will be in line with the curriculum being taught in school; we are also able at times to offer access to the live lessons which other students are experiencing in school through Teams.

- These pupils can expect to receive feedback on the work they have completed once back in school.