

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?

Students are immediately able to access online learning through zoom and work will be provided directly by each individual teacher. Student books are made available for collection as soon as is convenient to do so.

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?

- Children follow their existing timetable through a combination of online zoom lessons and remote learning activities. Work is set on a daily basis in line with their timetable.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate although subject specific content is tailored appropriately to best suit remote learning.
- Remote tasks are set for physical education and due to the sensitive nature of the PSHE curriculum, PSHE lessons do not take place.
- Students identified as requiring support / being vulnerable may have the option to attend school and specific phone calls are made where support is identified.

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 and 4	Students are expected to complete an average of 5 hours a day in line with their regular timetable.
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Accessing remote education

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

Students will have instructions emailed to them via the school email systems. Online lessons are delivered through ZOOM and micro-soft teams is available.

Tasks are also set across a range of online platforms such as SAM Learning, MATHS Watch and Oak Academy.

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:

Lap Tops have been supplied through the government support scheme.

- Students and families can contact Mr Featherstone (Deputy Head) for IT and Lap Top support including internet connection.
- If printable resources are required families are to contact Head of Year to discuss their individual needs / requirements.
- Students can submit paper resources to teachers at school. They can also use phones to scan or send photos of work if applicable. Work can also be submitted on email and online platforms.
- In some instances, where online access is an issue, students can be offered a place in school.

How will my child be taught remotely?

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

At Winterton Community Academy we will deliver a combination of online lessons and independent learning tasks.

- Live lessons will be delivered via zoom
- recorded teaching - Oak National Academy lessons
- Staff pre-recorded lessons
- Printed packs produced by teachers (e.g. workbooks, worksheets) if required
- Textbooks and reading books sent home to students
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

Our expectation is that you support the staff at Winterton to deliver an online education to your child / children by setting routines to support the learning and by monitoring their participation in online / live lessons.

We expect students to follow the protocols for online learning by being present and visible where possible, engaging in the lesson actively and not being a passive observer.

Parents can support by monitoring the work that is completed in books, reviewing work that is submitted and reviewing / discussing emails to engage your child.

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

Students engagement is monitored on a daily basis by the class teachers and on a weekly basis by members of the leadership team and also by Heads of Year. Contact will be made if students are not participating.

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:

A variety of methods will be used in order to assess students work. This includes Q and A in lessons and multiple-choice questions during live lessons. Assessment activities will be incorporated into remote learning and students will be expected to complete summative assessment as they ordinarily would do in school.

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:

Places are provide for students in school if required, support is available to students and their families from the SENCO and the inclusion support team.

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?

If students are self isolating their provision may differ as online lessons might be limited (unless it is a whole class self isolating). Regular email contact will take place with the students and the teacher in order to send and receive work. Together with this online learning platforms will be used to set and support learning.