

# **Remote education provision: information for parents (Secondary Phase, Years 7-14)**

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 section.

## **1. 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?**

## **2. 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:

5 hours a day, consisting of 50% live lessons and 50% independent learning tasks.

Live lessons will follow the normal timetable, but be scheduled to be 10 minutes shorter to allow admin time for students and staff.

Independent learning tasks will be set following each live lesson. Ideally these should be completed in the next timetabled lesson for that subject. In some practical subjects, such as Art, longer-term projects will be set.

Additionally, students are expected to complete and submit (usually via SMHW) a weekly 'assessed assignment' in each subject they study.

## **3. Accessing remote education**

### **How will my child access the online remote education provided?**

All live lessons are delivered via Microsoft Teams

All independent learning tasks and assessed assignments are set via Show My Homework (SMHW); students should also submit most work using this platform

Some independent learning tasks and assessed assignments are to be completed on a range of online learning platforms, including:

GCSEPod (English, Science and most KS4 subjects) [www.gcsepod.com/](http://www.gcsepod.com/)

Hegarty Maths <https://hegartymaths.com/>

MathsWatch <https://vle.mathswatch.co.uk/vle/>

Dr Frost Maths (A Level) [www.drfrostmaths.com/](http://www.drfrostmaths.com/)

Educake (Science and Humanities) [www.educake.co.uk/](http://www.educake.co.uk/)

Seneca Learning (Social Sciences) <https://senecalearning.com/en-GB/>

The EverLearner (PE) [www.theeverlearner.com/](http://www.theeverlearner.com/)

## **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:

The school will lend laptops and/or internet dongles to families with pupils who are unable to access remote education. Priority will be given to pupils eligible for free school meals and vulnerable pupils who are unable to attend in-school provision. In the first instance parents should contact their child's Progress Lead or Student Manager. Mr Christie (Deputy Headteacher) and Ms Adekola (Director of Inclusion) coordinate the distribution of laptops to families. *Please note that parents are required to sign an agreement outlining liability for damages to or loss of school laptops and dongles.*

The school has a limited number of laptops and dongles available. In the eventuality that the school has no further equipment to lend to families, pupils who are unable to access remote learning will be designated as 'vulnerable' and invited to join the in-school provision for the children of critical workers and vulnerable children – see below.

In a few exceptional situations, the school will provide textbooks, workbooks and other hardcopy resources for pupils in place of, or to supplement, remote online learning. These resources will be sent via Royal Mail, or parents can opt to collect them from the school reception. Pupils can submit work to their teachers in the same two ways.

When pupils are having difficulty logging into Microsoft Teams, Show My Homework, or any other online platform, support can be obtained via the school website or via this link: [Edmonton County School login details request form \(office.com\)](#)

The Inclusion Team is responsible for the in-school provision for the children of critical workers and vulnerable children (based on the Bury Campus) which will be staffed by TAs, at least one teacher and two Cover Supervisors. Volunteers from the wider teaching staff provide a suitably broad curriculum content. Heads of Faculty and Department have been asked to provide suitable work for students, but the focus will be on ensuring that students can access and participate in the programme of 'live' online lessons and can tackle the remote / independent tasks set. The latest guidance can be found at [Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK \(www.gov.uk\)](#)

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

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

50% live lessons and 50% independent learning tasks (5 hours per day):

Live lessons will follow the normal timetable, but be scheduled to be 10 minutes shorter to allow admin time for students and staff.

For Core PE, pre-recorded lessons from the Oak National Academy are used to supplement our own online teaching resources

Independent learning tasks will be set following each live lesson. Ideally these should be completed in the next timetabled lesson for that subject. In some practical subjects, such as Art, longer-term projects will be set.

A variety of online learning platforms are used to set independent learning tasks, but are also a rich source of information for pupils – see section 3.

In the Sixth Form, students should have textbooks for each subject they study, and at KS3 and KS4, students will be provided with links to online textbooks.

## **4. Engagement and feedback**

**that we as parents and carers should provide at home?**

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

Teachers will record attendance at live lessons daily on SIMS, using the following codes:

1 for non-attendance – or complete non-engagement with the lesson

2 for attendance to lesson with engagement evident

3 for good contributions to the online lesson.

Class teachers can also record 8/9 for poor behaviour as outlined on the school's behaviour for learning policy

Submission of the weekly assessed assignments will be monitored on a weekly basis.

Poor attendance or submission rates will be followed up by Progress Leads and Student Managers by phone calls to parents.

In addition, teachers will do regular spot-checks on the completion of independent learning tasks, and contact pupils via SMHW or parents by phone if there are any concerns about engagement or progress in a particular subject.

Form tutors will conduct a cycle of welfare calls to their tutees, focusing on engagement with live lessons, completion of independent work, and pastoral support.

Pupils who continue to struggle to attend live lessons and complete independent learning tasks will be invited to join the in-

**and progress?**

## **5. 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 by:

Providing additional support and live intervention lessons for small groups of pupils with specific SEND

Providing coaching sessions for parents to develop their capacity to provide the necessary support for their child during remote learning

Inviting pupils who are struggling to access remote learning due to their SEND to join our in-school face-to-face provision – see page 3.

## **6. 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?**

The school will provide daily work (for up to 8 school days) set via the Show My Homework (SMHUETPaTS0tZ0.8( school days))-3( )JT&TQ5712 18.8 40.56 155.3 reW\*n