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?

Assignments will be set in Microsoft Teams from day 1 of being sent home. The assignments will follow the normal school timetable and the curriculum will continue as normal. Some practical subjects may need to amend the normal curriculum. Each assignment should provide work for up to an hour.

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 practical subjects. For example:

In DT, students take on a design challenge which requires less specialist equipment and materials than in school. In Food technology you will be shown how to design recipes and the method for cooking them, but you will not have teacher supervision while you carry out the task.

In PE, teachers have pre-recorded videos with a variety of challenges including a “Beat the teacher” challenge and set a weekly fitness challenge to inspire students to keep active.
## Remote teaching and study time each day

**How long can I expect work set by the school to take my child each day?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Timetable Assignments</th>
<th>Homework</th>
<th>Pastoral Session</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>7, 8, 9</td>
<td>5 per day</td>
<td>1-2 hours per week</td>
<td>20 minutes</td>
<td>30 minutes</td>
</tr>
<tr>
<td>10, 11</td>
<td>5 per day</td>
<td>1-2 hours per week</td>
<td>20 minutes</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Sixth Form</td>
<td>1 per lesson</td>
<td>N/A</td>
<td>20 minutes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Throughout the school, live segments will be used in half of each subject’s lessons. The time taken in these live segments is included in the set work time for each lesson so the independent work that follows may take less than an hour.

Further extra-curricular activities and challenges are available for all students. For example, debating, reading challenges and environment clubs continue through lockdown.

### Accessing remote education

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

All assignments are set in Microsoft Teams and all live sessions use Microsoft Teams video conferencing software.
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:

<table>
<thead>
<tr>
<th>Approaches</th>
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</thead>
<tbody>
<tr>
<td>• We carried out a survey in the Autumn term asking students what devices they had available at home.</td>
</tr>
<tr>
<td>• Tutors followed up where students had not completed the survey.</td>
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<tr>
<td>• To meet the needs identified by the above we:</td>
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<tr>
<td>o Purchased additional laptops from our academy budget and re-purposed academy laptop stock.</td>
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<tr>
<td>o We received laptops from the DFE.</td>
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<tr>
<td>o Held a very successful Lets Localise campaign and gratefully received donations from the</td>
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<tr>
<td>community.</td>
</tr>
<tr>
<td>o Offered discounted deals on laptops from our suppliers on ParentPay.</td>
</tr>
<tr>
<td>• We are asking parents in our January survey to inform us if they have technology access problems.</td>
</tr>
<tr>
<td>• Any parents wishing to enquire about support should please email <a href="mailto:skhan@spires.anthemtrust.uk">skhan@spires.anthemtrust.uk</a> for</td>
</tr>
<tr>
<td>further advice and support.</td>
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</tbody>
</table>
How will my child be taught remotely?

At OSA we use a blended approach including synchronous and asynchronous learning.

Teachers provide high quality materials in assignments for students to complete at home. These asynchronous assignments may include a mixture of:

- Recorded teaching from school staff, for example through voice-over PowerPoint presentations and demonstration videos using visualisers.
- Recorded teaching from 3rd party high quality providers like Oak National Academy lessons and Dr Frost Maths.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, for example activelearn.
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- Practical challenges in subjects such as PE, DT and the arts,
- Students are invited to complete work in their class notebook either by typing in their work or uploading a photograph of work they complete on paper.
- Quizzes with immediate feedback pre-programmed by school staff,
- 3rd party quizzes and revision websites like Seneca, BBC Bitesize, Quizziz and Kahoot

We employ the principles of Responsive Teaching so learning is organised into these activities:

Deliver: New knowledge is explained and demonstrated by the teacher.

Practice: Students have an opportunity to practice working with the new material and have independent time to ensure they understand and master the new knowledge.

Evaluate / Feedback: Students have an opportunity to evaluate their work, receive feedback and move on to the next sequence in their learning.

In addition, teachers will provide synchronous live learning segments in at least half their lessons. During these live segments teachers will either deliver new knowledge and check students understand their task, comment on work students are doing to identify misconceptions or give feedback at the end of a task. Students are encouraged to ask questions and ensure they understand the knowledge they are expected to learn. These live segments will usually last around 20-30 minutes but may go longer.
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?

- Students are expected to attend their morning pastoral live session and all live segments offered by their teachers.
- Students are expected to complete their assignments each day. Assignments for the day will be released at 9am each morning and the deadline will be 10pm that evening. We expect students to discuss and agree their daily schedule with their parents so that their work fits around other commitments in the home.
- When online, we expect students to be aware of the dangers of being online and follow the good practice set out in the academy Online Safety Policy.
- We expect students to have electronically signed (via the student portal) and act according to the Remote Learning Agreement.
- We expect students to work hard and “Be the best they can be” by doing their best possible work and ensuring they complete work that is of similar quality to the work they would normally complete at school.
- We expect students to contribute to live segments and to ask their teacher for help when they are not sure what to do.
- We ask parents to support their child by providing, as best as possible, a quiet and comfortable working environment. To encourage their child by celebrating the rewards they receive in Go4Schools and showing an interest in their work.
- We ask parents to seek support from tutors and teachers if their child is facing difficulties and work with us to re-engage their child in their learning.
- We ask parents to monitor their child’s time on screen and encourage them to take breaks if needed or help them re-engage, seeking school support where needed.
- We ask parents to use and check Go4Schools regularly as this will provide information to parents about Work which has not be submitted. If parents are concerned about their child’s work. We ask for them to please contact us.
How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- We record engagement in Go4Schools by:
  - Awarding house points and commendations when assignments are completed well or students participate well in live segments.
  - Awarding code “Remote work not done” if an assignment is not completed and submitted within 24 hours of the deadline.
- Tutors monitor student engagement from Go4Schools and either discuss engagement with the student during tutor sessions or call home to talk to parents.
- The academy pastoral teams support tutors when students have particular needs.
- In addition, subject teachers will contact parents if they are concerned about progress in a particular subject.
- Staff will prioritise students for phone calls, balancing student need and workload. We ask parents to support by monitoring the behaviour record in Go4Schools and encouraging students to engage with and complete work.

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:

We use the following methods to provide feedback on work:

- annotations on the student online work
- use of a pre-determined assessment “Rubric,”
- summary comments after a piece or series of pieces of work
- marks achieved in an online quiz.
- verbal feedback in a live segment.
- self & peer review

Students will receive feedback according to normal subject feedback policies. For example, core subjects will offer some form of feedback twice a week and other subjects once a week (Or bi-weekly when the student only has one lesson a week of that subject.)
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:

- Many students with SEND are invited into school to work with the support staff on site.
- Teachers and support staff from the SEND department monitor tasks being set for SEND students and work with teachers to advise them on suitable differentiation. In addition, they support students by contacting them through Teams or by telephone.
- Teachers differentiate work to ensure it is accessible to all students.
- Our SEND team have weekly contact with families and students.

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?

Students who are self-isolating while their peers are at school should continue to access their work through Microsoft Teams. They will be given the same work to do as their peers and, if appropriate, the teacher will live stream their screen so that students at home can hear their explanation.

Feedback will be given in the same ways mentioned above.