

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if 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 student'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?

- All students will be informed of how, when, where to access remote work and live lesson links on the Student Learning Environment.
- Parents will be informed by email what type of learning students can expect to engage in and how, when, where to access remote work and live lesson links in the Student Learning Environment.
- Remote work and live lesson learning will follow the student timetable.

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?

All students will follow the Curriculum Plan for their subject as published on the school website. Some aspects of curriculum plans (eg Science Practical) will require adaptation for the remote environment.

All live lessons to be recorded.

All work set via Student Learning Environment. When the school is shut, Tier 4, all teachers, apart from those on Hub rota, will work from home.

Tutor time via Zoom/MS Teams will take place daily. Registration will be taken and students given the opportunity to talk through their learning day.

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 students broadly the following number of hours each day:

Secondary school-aged pupils not working towards formal qualifications this year	5 Hours
Secondary school-aged pupils working towards formal qualifications this year	5 Hours

Accessing remote education

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

We will use Zoom and MS teams for live and recorded lessons with support work uploaded to the Student Learning Environment. The SLE is available via a tile on the RMUnify home page.

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:

- SEND students who require IT have school laptops at home
- Students who qualify, collect IT devices from reception or devices are dropped off at student home
- Parents receive an email from school to access free top up mobile data as well as limited access to dongles where required
- Students on a register for printed materials receive papers copies of resources via post or drop off
- Students with smart phones can take photos of work and email it to teachers or handwritten work can be dropped off at reception

How will my child be taught remotely?

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

This section includes a range of approaches we will use to teach students remotely.

These include:

- Live teaching (online lessons)
- Pre - recorded teaching (video/audio recordings made by teachers – full or part of lessons)
- Remote learning presentations, documents and learning resources will be placed on the SLE (School Learning Environment) for students to access and complete work remotely
- Direction to commercially available multi-media websites and resources to support teaching of specific subjects and content e.g. BBC Bitesize, Oak National Academy
- Student led presentations/ collaborative projects
- Independent learning tasks
- Independent (Individual / Peer) flipped learning tasks
- Research tasks

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 expect students to:

- Attend all their 'live' lessons
- Follow the Fullbrook Code of Conduct (see Remote Learning Addendum)
- Demonstrate excellent F4L by being attentive, engaged and on task in their live lessons.
- Interact positively with their teacher and peers.
- Complete all the classwork set to the best of their ability (ask questions and seek support if necessary)
- Access, engage in and complete all their online remote work set by their teachers on the SLE (Student Learning Environment)

- Complete and submit work / formative assessments requested by their teachers according to subject Curriculum Plans
- We ask that parents support their child's education by:
- Helping establish clear routines for logging on and completing both online live lessons and online remote work via the SLE
- Parents should be aware of the student Code of Conduct and Acceptable use of IT policy and ensure that their child follows it, particularly in live lessons
- Promoting a positive mindset around developing independent learning skills, resilience and perseverance
- Contacting the school for support or guidance if you have any concerns around access arrangements e.g internet access, device problems, paper copies of work
- Contacting the school for support if you have any concerns around the work being set by your child's teachers via the SLE
- Contacting the school for support if you have any concerns around your child's engagement and motivation to complete the work set.

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

Teachers will register student attendance for live lessons in the Zoom/MS Teams Sessions via Pars

Non-attendance will be followed up by pastoral and academic teams (Tier 2 of the Remote Learning Plan - Approach to pastoral support and safeguarding column).

Non submission of work - See Tier 3 of the REP for follow-up non-engagement.

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 student work is as follows:

Microsoft teams enables viewing of student work live whilst online with each student individually for interactive feedback.

Assessment feedback will be given in line with the curriculum plan. (See Tiers 2 and 3 of the REP)

All work submitted must be acknowledged on receipt. (Feedback will follow in line with the curriculum plan see tier 2 and 3 of REP)

Marks will be recorded on the faculty spreadsheet in the whole school data folder in SharePoint.

Feedback will follow the half termly remote learning feedback schedule which includes 2 x written feedback per half term and weekly verbal/ in class individual feedback.

Additional support for Students 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 students, for example some students 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 students in the following ways:

- EHCP students invited in to attend on site provision with an LSA
- 1-2-1 zoom sessions weekly or more with LSAs to help with online learning, organization etc
- LSAs attending live zoom/ MS Teams lessons
- Year 7 Literacy – Book club – continues remotely
- Weakest SEND students receiving differentiated resources
- SEND log of student access/ success with remote lessons by LSAs

Remote education for self-isolating students

Where individual students 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 students 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?

See Remote Education Plan – Tier 1 and 2.