

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 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 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 from school whilst school is fully open?

Students will be asked to use the blended learning platform. They log on using their universal school username and password. They should follow their normal school timetable. Progress Leaders check in with students and answer any queries.

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 if school remains fully open?

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, in PE and Technology, practical work is made accessible for all without the need for large amounts of equipment. For individuals, work is set through the blended learning platform as above. We recommend that students contact teaching staff where they need support beyond the videoed lessons. If whole year groups are sent home, work is set and directed through Satchel One – advertising Zoom lessons etc..

Remote teaching and study time each day in the result of a whole school closure, year group isolation or national lockdown

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:

Secondary school-aged pupils not working towards formal qualifications this year	We would expect students to spend normal 5 x 1 hour lessons a day* (* = the lessons have 45 minutes' worth of content to take into account work on computers, Zoom instruction, sending work and that remote study takes longer)
Secondary school-aged pupils working towards formal qualifications this year	We would expect students to spend normal 6 x 1 hour lessons and at least an additional 1 hour of revision a day* (* = the lessons have 45 minutes' worth of content to take into account work on computers, Zoom instruction, sending work and that remote study takes longer)

Accessing remote education

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

You should use Satchel One using their universal school username and password. Kingsmead's home-made blended learning platform holds our virtual recorded lessons and support material. [How to use our Blended Learning Platform](#). A transcript of the video can be accessed using this link: [Video Transcript](#)

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:

We have made a commitment to support students who require access at home. This has involved issuing laptops and internet dongles for families where they are needed. We have a dedicated email set up for this: blquery@kingsmeadschool.net. More information can be found on our website. Support is available for purchasing, setting up or loaning out laptops from school. Work is submitted online for immediate feedback. For intermittent issues regarding online access, students should contact their Progress Leaders to let them know. We have prepared printed materials where needed as online access has been set up. This is done on a case by case basis. Currently we are not aware of anyone who does not have access to a device. Our main role has moved to supporting with previously family bought home devices that, through extended use, need replaced.

How will my child be taught remotely?

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

We do this for all students, in all years and key stages. We believe variety is the key to engagement both in the traditional classroom and our blended classrooms. Some examples of remote teaching approaches we use include:

- live teaching (online lessons)
- live 'clinic' style check ins and explanations with students early on in a lesson to get them started and to identify any issues
- recorded teaching (e.g. lesson lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- outdoor activities, challenges and learning opportunities
- videoed practical demonstrations from our staff and writing stimuli from our innovation rooms
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- regular feedback from traditional individual notation, to group, to lesson based questions, form quizzes, quizlet and kahoot

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 engage in lessons, logging on and completing learning from home as they would in school. Work should be sent electronically and on returning to school kept in the students' books for revision purposes. Students should complete tasks the best they can in the time given. We will set work and lessons to the times of the school day as published from September 2020 (8.30-14.00). If students wish to start earlier or can complete work in a compressed period of time, as some did in the March lockdown, that is fine. We do expect students to still engage in Zoom sessions which relate to them (not including clinic style help sessions for those who need it). We ask that parents provide clear routines around lessons which will allow their child to succeed. This means ensuring the work that is set is attempted and sent for feedback. The school runs robust systems to check daily student engagement of work. There is a pathway to recognise, support and where necessary intervene for the prompt handing in of work so that students can gain feedback.

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

We check daily that students are engaging with remote learning, taking registers from 8.30am to see who has logged on and liaising with Subject Leaders regarding work handed in. Due to potential issues that might arise (for example with a computer), we will inform home if work is not received after a day. This will be escalated if it is still not received following a reminder and parents directly informed. For students regularly not completing work, we will identify what any potential issues are. Home visits and in-school support may be options if needed to ensure that learning is taking place.

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:

Just as we will use a range of teaching methods, we will use a range of methods to assess and feedback. These include:

- Quizzes
- Electronic written comments and annotations on work
- Personalised feedback through Satchel One to the student
- Whole-class feedback that students draw from and use for their own work
- Feedback on re-drafts or upgrades of work
- Video or audio feedback which is then used by students to improve their work the methods you will use to assess and feedback on pupils' work

Feedback will follow our normal school approach. Students will receive recognition of work sent each time they do some. More extensive, targeted feedback on specific pieces of work will likely take place at least once each week for subjects that are seen more than once or twice a week.

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:

This will be according to need and in liaison with our SENDCO and Assistant SENDCO. The SEND team will be checking in with students and adults at home. They will be providing additional help and support. Students requiring more support with tasks set or with wellbeing will have greater contact which may include multiple check-ins during a day. This will be on a case-by-case basis.

Access to remote education is of great importance and the school will work closely with the family and lend material where necessary to support with this. There is limited space alongside key worker children where there are concerns for a child with SEND being able to access learning consistently.

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?

There are few differences between students who are self-isolating from the approaches described above. The learning would be set through the blended learning platform predominantly as a well-sequenced curriculum with appropriate work for each day. They would not therefore be receiving reminders through Satchel One as would be the case if the whole class or year are working remotely as those classes would be continuing as normal.

Through the blended learning platform, students can access the well-sequenced curriculum with meaningful and ambitious work each day for their normal lessons they would have been receiving. Students/parents should send through work completed on Satchel One or by email to their teacher for feedback. This can be stuck into books and folders on their return.

Who is the school named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education?

Mr Cope