

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?

Work provided will be tailored to the needs and learning experience of the individual pupil. This may include:

- Personalised work packs for Core subjects (English, Maths, Science)
- Worksheets on current topics of study from other subjects – Art, Humanities
- Access to learning apps to which the school has subscribed eg TT Rockstars.

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 subjects. For example, in Art there may be an decrease in the amount of practical work pupils are asked to undertake; it will not be possible to offer practical Cookery sessions; PE will be based on access to an online training session eg Joe Wicks.

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 1	Two hours – this should be ‘chunked’ into smaller time periods eg about 15-20 mins. The lessons will focus on literacy, numeracy and SEAL.
Key Stage 2	Two hours – this should be ‘chunked’ into smaller time periods eg about 20-25 mins. The lessons will focus on literacy, numeracy and SEAL.
Key Stage 3 and 4	Four hours – ‘chunking’ work may be helpful to maintaining focus and concentration. The usual expectation is that pupils will attempt five subjects as would be done in school.

Accessing remote education

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

The majority of the online remote learning will be delivered via Microsoft Teams.

Pupils have been shown how/where to access their learning area and the subjects within that. For younger pupils, it may be necessary for parents to login and ensure that they are accessing the correct area for their year group.

On some occasions, pupils may be asked to use teaching apps that the school uses or to access other learning such as Oak Academy or BBC Learning Zone, both of which can be access without needing to go through Teams.

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:

Scarborough Pupil Referral Service has been provided with a number of Chromebooks and Windows laptops which have been issued by the government to assist the learning of particular groups of pupils. These have already been issued to the pupils. However, if your child meets the following criteria, and you have not been offered a Chromebook or laptop, please contact the school to discuss this provision.

Your child:

- is in Year 10
- has a social worker AND/OR
- has an EHCP

Pupils who do not meet these criteria and who have no access to online learning at home may be offered the opportunity to use a school laptop instead. These would be the same as the devices used in class so pupils will be familiar with them.

In all cases above, parents will be asked to sign to take responsibility for the equipment and to ensure that it is kept safe.

Parents without internet access will also be offered a dongle or router to enable them to get online. Some mobile phone companies are also able to assist with this if parents have a contract with them currently.

If pupils are not able to access online learning, paper-based work will be provided weekly. This will be brought to the house by staff from school and it will be expected that work already completed will then also be collected for marking. Feedback on the completed work will be given to pupils.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons) via Teams. These are likely to be individualised sessions with a focus on a single subject. Teachers will deliver these lessons at agreed times with parents.
- recorded teaching (video/audio recordings made by teachers). Some teachers may provide recorded sessions which they have made personally or refer pupils to access other educational videos eg on YouTube.
- printed paper packs produced by teachers (workbooks, worksheets) personalised for each pupil and addressing Core subjects. These may also be commercially available workbooks the school has bought to support this learning.
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, for example BBC Learning Zone, TT Rockstars
- long-term project work and/or internet research activities for specific topics.

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?

School expects that all pupils will engage with the learning provided either online or paper-based. It is important that pupils continue to work on the subjects they would normally study in school so that the impact of lockdown is minimised.

Independent learning and resilience are life-skills which the school is keen to promote and ones which will stand all pupils in good stead for their future.

Parents are key to supporting the school in remote learning being successful. School would encourage parents to:

- expect that your child will try their best with remote learning
- encourage your child to attempt all subjects provided, including more practical sessions, so they have a varied learning experience.
- set clear guidelines for time spent on learning each day as appropriate to your child's age and key stage.
- contact school if there are any issues with the work being provided so that problems can be resolved at an early stage.

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

Teachers will check via Teams to ascertain what work has been accessed and completed online.

Pupils who do not appear to have accessed work or completed tasks will be contacted to check if there are problems and discuss solutions.

Pupils who are provided with paper-based work will be asked to hand it in each week to staff who come to the house. Further work will be provided weekly.

Parents will be informed about the work that your child has (or has not) completed. This may be via phone calls, text messages or email.

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:

Work completed online via Teams will be marked weekly and teachers will provide feedback to each pupil about what has been done well and any areas for improvement. Pupils may be asked to revisit sections of work to address misconceptions.

Paper-based work will be marked by staff as usual, on the work, and this feedback will be returned to the pupil the following week.

Staff may also contact pupils via Teams to have 'face-to-face' discussions about work and assist in clarifying any points.

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:

- Individual discussions with parents about the learning needs of your child and any issues you foresee/know about in the access to remote learning.
- Offer of individual work in school where appropriate and possible for your child with an EHCP.
- Home visits by a member of staff to assist with using hardware provided, explain work and support to access Teams.

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?

It won't!

Due to the small number of pupils in school, we are confident that the offer described above will meet the learning needs of any pupils who have to self-isolate while their peers remain in school.

There may be additional opportunities to interact with teachers and peers via remote learning on Teams, but this will be left to the discretion of individual teachers and their knowledge of the self-isolating pupil and the rest of their class.