

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, or where individual pupils are self-isolating.

The remote curriculum: what is taught to pupils at home

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- Your child should expect assignments to be set for them on Microsoft Teams. These are set by classroom teachers.

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?

- Teachers will continue to follow the same timetable and curriculum remotely as we do in school wherever possible and appropriate.
- Some subjects may need to make adaptations. For example, in options subjects where there are practical components to complete, these may be substituted for the theory component of the course.

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:

Secondary school-aged pupils	5 hours, equivalent to 1 hour per lesson of the academy day.
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Accessing remote education

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

- Your child will access online remote education by downloading Microsoft Teams either on their mobile phone or laptop, or by using in a web browser at the following link: <https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software>.
- Information regarding your child's login information can be found on the Oak Academy website: <https://www.oak-academy.co.uk/coronavirus/remote-learning/how-to-login-to-microsoft-teams/>. You will also find video tutorials and information about how to use Microsoft Teams on the Oak Academy website: <https://www.oak-academy.co.uk/coronavirus/remote-learning/>.
- Your child also has access to our other online platforms, including Seneca Learning, GCSE Pod, Everlearner and Hegarty Maths. Information regarding these can also be found on the Oak Academy website: <https://www.oak-academy.co.uk/coronavirus/remote-learning/online-learning-platforms/>

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 academy has been given an allocation of laptops from the DFE. All parents/carers have been surveyed regarding their access at home.
- If a child is required to self-isolate for a period and is in need of a laptop, one would be allocated for the period of isolation.
- During a period of full or partial closure, or when the school was required to operate on a rota system, a laptop will be allocated in priority order beginning with exam year students. One device will be allocated per household if the number of devices available could not meet overall demand.
- Where a laptop cannot be issued due to demand and you feel satisfied that your child would be safe in school, your child would be invited to attend the academy.
- If you felt it was not safe for your child to attend due to vulnerability at home, your child would move up in the priority list.
- If your household has limited or no internet access, the Government has launched a scheme which will allow you to increased data allowances on mobile devices.

How will my child be taught remotely?

We take a blended approach to teaching and learning for pupils accessing remote education. This will include:

- Live teaching (online lessons).
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Digital assignments created on Word or PowerPoint.
- Communication with teachers during a timetabled lesson via Microsoft Teams.
- Commercially available websites, such as GCSE Pod, supporting the teaching of specific subjects or areas, including video clips or sequences.

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 100% engagement from your child with remote learning, unless your child was unwell or due to other personal circumstances.
- We expect your child to follow their academy timetable throughout the day.
- We expect that you would stay up to date with communication from the academy regarding remote learning and ways in which you can support your child, for example watching video tutorials posted on the website.
- We expect that you monitor the completion of assignments throughout the day and in line with deadlines.
- We expect that families will complete the weekly survey to review progress made and highlight successes and achievements with their children.

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

- During a period of self-isolation, staff would monitor your child's completion of assignments which would be fed back to their Head of Year.
- During a period of full or partial closure, staff will complete a weekly tracking document which is then used to inform us of your child's engagement.
- Phone calls would be made by the Head of Year, tutors or classroom teachers if work was not being completed.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

- Your child will receive written feedback on via Microsoft Teams. During a period of full closure, where work is set daily, teachers may not mark all assignments. During this time subject areas will select and indicate to their class when an assignment will be assessed by the teacher.
- During live lessons, students may receive feedback either as individuals or as a whole class.
- Your child will also be formatively assessed through strategies such as low stake quizzing, as part of their assignments or during live lessons.

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:

- Work set on Microsoft Teams is appropriately adapted to meet individual needs.
- Your child has access to a full Office 365 account which will give them access to assistive technology such as immersive reader, read aloud, translate and dictate.
- During a period of closure, if we felt that your child would benefit from additional support by an adult due to special educational needs and disabilities, an offer would be made for your child to attend the academy.

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?

- If a child is self-isolating then you should still expect assignments set through Teams as mentioned above.
- As your child's classroom teacher will be with their class during timetabled lessons, they may not be available to respond to queries immediately. They will however maintain communication via Microsoft Teams.

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