

## **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 remote education during a period of school closure?**

During a period of school closure, Toot Hill School is committed to providing as many live lessons as possible. However, this will not be possible or suitable for every lesson on your child's timetable and, therefore, some lessons will be set to allow students to work independently or utilise curated high quality subject specific curriculum aligned pre-recorded lessons and instructional videos. Your child will be invited to their live lesson via Microsoft Teams, which will follow their normal timetable in school. If a live lesson is not being taught for that session, then the work will be detailed in an 'Assignment' on the relevant Team.

### **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. Individual departmental decisions will be made to ensure the most appropriate knowledge is taught remotely, whilst still ensuring the sequencing of new knowledge is deliberately structured. An example of a deviation made from the in school curriculum is in Y8 History, where students are being taught about the Suffragettes rather than their usual topic of the Luddites and Chartists, due to the volume of student discussion required. This topic will instead be taught on students' return.

## 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 3 and 4	<p>We would expect students to follow their normal timetable, with minor adjustments to accommodate comfort breaks. Please see the adapted timetable below.</p> <p>Lesson 1: 0845 – 0935 Break (Y7/Y8/Y10): 0935 – 0955 Lesson 2 (Y7/Y8/Y10): 0955 – 1045 Lesson 2 (Y9/Y11): 0940 – 1035 Break (Y9/Y11): 1035 – 1050 Lesson 3: 1050 – 1145 Lunch: 1145 – 1230 Lesson 4: 1230 – 1310 Lesson 5: 1315 – 1410 Lesson 6: 1410 – 1500</p>
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## Accessing remote education

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

Live lessons and assignments will be delivered and set on Microsoft Teams, with additional third party software used to formatively assess students, including, but not limited to, Microsoft Forms and whiteboard.fi.

### 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:

Our priority is to enable access for all to the live lessons that will be taking place during a period of school closure. With that in mind, our strategy is to ensure all students have access to a device that they can use to access these. We have sourced and provided a number of Chromebooks and internet dongles to students in need of these. If you currently do not have access to a device to access our remote provision or have limited access to a device, please contact us either by telephone on 01949875550 or by email on [school.office@toothillschool.co.uk](mailto:school.office@toothillschool.co.uk). To ensure this is directed to the appropriate member of staff as quickly as possible, please put 'Remote Provision Access' as your subject line.

## **How will my child be taught remotely?**

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Independent work, submitted for formative assessment, via an 'Assignment' on Microsoft Teams.

We aim to live teach as many lessons as possible, with priority to Y11, 12 and 13 teaching groups. Where live lessons are not the mode of teaching and learning for a lesson, the lesson will be used by the teacher to assess work submitted and plan subsequent learning episodes responsively to address misconceptions that arise.

## 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 would expect students to:

- Join live lessons in a timely fashion.
- Engage with instruction and attempt any work set, including if set as an Assignment.
- Submit any work that is asked for by their teacher.
- Utilise their morning break and lunch break to take time away from the screen and to take advantage of any assignment that allows for this.
- Let their teacher or tutor know if they are having connection difficulties.

We would expect parents to:

- Ensure students have access to paper and the standard stationery required to engage with lessons.
- Encourage their child to work in a quiet space.
- Inform school of any connection, hardware or software issues.

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

We will be using a centralised program to collect data regarding pupils' engagement with live lessons and set assignments. If students miss assignments in individual lessons then teachers will contact the student in the first instance to ascertain whether there is a reason. If there is not a valid reason, parents will be emailed on the second occasion of disengagement. If the issue persists, then this will be followed up by a phone call home.

If there is disengagement across multiple lessons, our pastoral team will make contact with home to ascertain how we can support to ensure your child is able to access and engage with the remote learning.

### 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:

Students will not routinely receive lengthy teacher comments on their work. Students' work will be used formatively to plan the next stages of their learning. Key misconceptions that are identified via turned in work or Microsoft Forms responses will be addressed in subsequent lessons, with activities designed to check for understanding planned to assess whether the new instruction has tackled the gap in knowledge or understanding. Students will be expected to purple pen their work as they would in school.

## **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:

Where necessary, we will invite students into school where we have learning support provision throughout the week.

Before this, however, we will look to ensure live lessons and assignments are tailored to ensure access for all. Our Learning Support department work closely with teachers to support this, but will also be on hand for students to support them. In live lessons this will take the form of Breakout Rooms, where students who are eligible for additional funding can be supported within a lesson by another adult.

## **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 we are not experiencing a period of school closure, then students will be directed to appropriate high-quality pre-recorded lessons on the curriculum topics they would be learning in school. These will be placed on the school website on each 'subject' page to allow students to follow their school timetable easily and to allow staff to periodically review the provision to ensure it continues to align with our in-school provision.