

## **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?**

Within the first two days of pupils being sent home, teaching staff will provide learning resources remotely using Microsoft Teams for core subjects. Each class in the school has a designated Microsoft Teams page where work is posted under the 'assignments' tab. All pupils have received instructions and tutorials on how to access this (these remain accessible via our website). The learning resources provided will reflect the school's curriculum expectations. Pupils who do not have access to a device with internet connectivity will receive age/level appropriate paper-based resources posted home within the first two days for core subjects (such as textbooks/workbooks).

### **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?**

Remote education will be aligned as closely as possible with in-school provision. In some cases, for example in a practical subject where specialist equipment is required, some adaptations of the curriculum may be necessary. Notwithstanding this limitation, broadly the same topics and content will be delivered remotely using Microsoft teams. Further adaptations may be required in cases where pupils do not have internet connectivity. In such cases, work for core subjects will be posted home fortnightly (e.g. textbooks/workbooks) and contain similar topic content to support progress.

## 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>All year groups receive work that is planned and intended to be completed within 5 hours each day. Our adapted school timetable for remote learning includes: 4 hours of live lessons; 15 minutes of coaching; and 45 minutes of time for independent study. Pupils are encouraged to engage with a menu of activities if they have completed all assignments to supplement their learning during the independent study time. Pupils may use independent study time to finish assignments that have been set during live lessons that day.</p> <p>Pupils are expected to log on to MS Teams for each of their lessons. The precise timings of the day for remote learning are listed below:</p> <p>9:00 - 10:00    Period 1</p> <p>10:00 - 11:00    Period 2</p> <p>11:30 - 11:45    Coaching</p> <p>11:45 – 12:45    Period 3</p> <p>13:30 - 14:30    Period 4</p>
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## Accessing remote education

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

All pupils at Pakefield High School have access to a Microsoft Teams account. Our teaching staff schedule live lessons which are displayed each pupil's Microsoft Teams calendar. This calendar reflects the same subjects and classes that each pupil would receive when attending school.

## **If my child does not have digital or online access at home, how will you support them to access remote education?**

We know that some pupils do not have access to a device or internet connectivity at home. Pupils who do not have suitable online access will be provided with printed resources until they have access to a suitable device (please note that Teams live sessions can be easily accessed via a smartphone and devices such as Xbox / Playstation and Internet enabled TV). We will make every effort to ensure all pupils have appropriate access to a suitable device/internet connectivity through the appropriate DfE schemes. Pupils who are in key exam year groups or who are disadvantaged or vulnerable are prioritised under these schemes. We will send printed work packs home (fortnightly) for core subjects for any pupil awaiting a device. Where it is safe to do so, it is possible for this work to be returned to school to receive feedback.

We are able to issue laptops once a loan agreement has been signed by parents/carers. Additionally, we are able to support parents/carers to request an increase to their mobile data allowance. Please contact the school office if your child/children require a device or a 4G dongle to enable them to access our remote learning provision.

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

Our curriculum is delivered via live lessons on Microsoft Teams. This provides pupils curriculum continuity and the opportunity to ask questions to their subject teachers. Pupils can expect to receive input from their class teacher at the beginning of each live lesson. During the lesson, pupils are able to interact with teaching staff to clarify explanations or instructions, for example. This section of the lesson is recorded and automatically displayed on each Microsoft Teams class page. This enables pupils to watch their class teacher's input again or at a later time if required. We recognise that different approaches suit different types of content and different pupils. When delivered remotely, our curriculum therefore sometimes supplemented by Oak National Academy Lessons, GCSE Pod, Vidlearn and pre-recorded videos on platforms such as YouTube made by our teaching staff. Pupils who cannot access a suitable device or do not have internet connectivity will receive fortnightly printed work packs for core subjects (and where possible KS4 options subjects).

## **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?**

Pupils should attend each live lesson as stipulated on their Microsoft Teams calendar/timetable which follows the adjusted timings of the school day. Where a live lesson is not taking place (for example if the teacher is absent), work with clear instruction for completion will be provided for that lesson on the class Teams page. We would encourage all parents to support their child/children by setting routines, providing a quiet space to work and the necessary materials e.g. a pen and paper to make notes. Microsoft Teams tutorial for parents/carers has been recorded and is accessible via our website. This tutorial provides clear expectations and details of how to support your child to navigate Microsoft Teams, for example when and how their work should be submitted. Please continue to liaise with the school if your child/children experience ongoing technical issues or difficulties in accessing Microsoft Teams. We also aim to keep in touch via a weekly update on the school website.

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

At Pakefield High School our dedicated Standards team (Year Group Leaders) will continue to make regular contact with parents/carers of pupils who are not actively engaging with our remote provision. Regular welfare checks are made by our Standards team to all vulnerable pupils and their families to ensure appropriate support is provided. Additionally, if there are significant concerns with the quantity or quality of work across a number of subjects, our Standards team will attempt to inform parents/carers in the first instance and liaise with teaching staff. If a pupil is not regularly engaging in one particular subject, the class teacher will attempt to notify parents/carers using Class Charts.

### **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:

Pupils at Pakefield High School can expect work they produce remotely to be acknowledged routinely by teaching staff. More substantial pieces of work will receive individual feedback from the class teacher via the Microsoft Teams assignment page. In addition to this, teaching staff use a combination of whole-class and individual feedback during the live lessons, for example addressing common misconceptions or showcasing excellent examples.

## **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:

- . Class teachers ensure remote learning is accessible for learners with SEND by stating learning outcomes, chunking tasks, providing scaffolded tasks, and suggesting time limits where appropriate.
- . Teaching Assistants are deployed to year groups and support specific classes or individuals in live lessons. They work closely with learners with SEND to ensure tasks are accessible to them.
- . Learners with SEND have access to a designated Microsoft Teams page to seek extra help, and to work collaboratively with Teaching Assistants and also with their peers.
- . Teaching Assistants, the SEND Manager and the SENDCO are available to offer advice to staff and parents with regard to supporting learners with SEND.

## **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?**

Pupils who need to self-isolate will continue to receive work via their Microsoft Teams class pages. On day 1 of self-isolation, relevant teaching staff will be notified and the pupil will be directed to our core subject work, specifically designed to pupils with Day 1 of remote learning during self-isolation. On day 2, work is provided by the pupils' individual teachers and posted to the relevant class page on Microsoft Teams. This work will replicate that which the pupil would have received in school, however, it will be appropriately scaffolded in order to be completed independently. Self-isolating pupils are able to submit and receive feedback via the assignment page on Microsoft Teams. Pupils who do not have access to a device with internet connectivity will receive age/level appropriate paper-based resources posted home within the first two days for core subjects (and options subjects at KS4).