

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.

For general queries relating to remote education, please contact Miss Creswick: lcreswick@nailseaschool.com. For any subject related queries, please send these to the relevant teacher or Head of Subject. Email addresses can be found on the school website.

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 of pupils being sent home?

On day one, work will be set for students through Classcharts as Blended Learning. Staff will post resources and instructions via this method.

Following the first day 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, where equipment is needed to deliver the lesson, which isn't available to students at home.

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 not working towards formal qualifications this year	Students will be set work for the 5 teaching hours of the day. In addition to this, our pastoral programme will also run. Key Stage 3 students will not be set homework in addition to their remote learning.
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Secondary school-aged pupils working towards formal qualifications this year	<p>Students will be set work for the 5 teaching hours of the day. In addition to this, our pastoral programme will also run.</p> <p>Homework may also be set for these students.</p>
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Accessing remote education

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

Students should login to Classcharts every morning where they will see the work set for the day.

For year group or full classes isolating:

Live lessons, those delivered in real-time or pre-recorded will appear in Microsoft Teams.

There is a morning Check-In with a member of SLT or the Pastoral Team at 8.30, again through Teams. In these check-ins there will be messages for the day, student shout outs for great work and an overview of the day ahead.

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 a small bank of laptops that can be leant to families during periods of remote learning. Any families who need to take up this offer should email Mrs Rutty: srutty@nailseaschool.com
- We also have a small number of internet routers which can be borrowed. Again, please request these through Mrs Rutty.
- Students unable to access work at home will be invited to join the Key Worker bubble if we are in a position where this is running.
- If students cannot submit work for any reason, please speak to your son/daughter's tutor who can let staff know and arrange the way this should be submitted.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely during year-group or whole class isolation:

- Real-time teaching and recorded teaching (online lessons) form a minimum of 50% of our provision

- Work set online through Classcharts using electronic resources e.g. workbooks, worksheets
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as lessons through Oak Academy
- long-term project work and/or internet research activities. This method is used rarely and sparingly.

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?

- Students are expected to take part in all aspects of remote education. This is monitored through their presence in the online lessons and the submission of work through Classcharts. This information is stored centrally and monitored by the Pastoral Team.
- Tutors will make calls to parents and students during the isolation period. We ask that parents have accurate and up to date phone numbers on our records. Any changes can be made through School Comms.
- We ask that parents support the school in maintaining routines with students, that they are up and ready for the day ahead by taking part in the morning check-in at 8.30 and maintaining sensible bed times.

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

In this section, please set out briefly:

- Student engagement and participation in lessons is monitored every lesson by teaching staff and daily by Heads of Subject and the Pastoral Team. This is monitored through attendance in online lessons and submissions through Classcharts.
- Tutors are responsible for checking in with parents in their weekly calls and raising any concerns.
- Parents can also monitor this through both School Comms and Classcharts. Classcharts will show the submission status of all work and lessons.

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 gain feedback through:

- Test results in any quizzes set by teachers
- Written feedback through Classcharts. This will not be provided for every single lesson

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:

Mainstream (main contact Sylvie Lloyd):

Through a quality first teaching approach, it is the responsibility of all our teachers to set differentiated work for our Special Educational Needs students to access work remotely. We are aware that the constraints of working remotely without the usual additional adult support may prove challenging and where needed, will endeavour to adjust our expectations to support the student and their family.

- For students working remotely with Educational Health Care Plans, (EHCP) a member of the SEND team will contact home to check in and offer support, where possible.
- In situations where a whole year group bubble is in isolation, the Teaching Assistant working within the bubble will 'check in' with our SEN students via email

Advice:

For 'pre-recorded' lessons we would encourage students to pause recordings and work to a pace that best fits their work speed.

Hub Resource Base (main contact Melody Cole):

Students will be set work appropriate to their level and ability, often individualised. A familiar member of staff from the Hub will contact the families directly to check in and offer advice and support.

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 student is self-isolating, work will be provided through Classcharts (as Blended Learning) from the second day of absence. Where possible, this will follow the lesson's content but there will be times where the lack of resources at home mean that this has to be adapted slightly.