

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. (This is based on a template document provided by the Government).

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

What should my child expect from remote education?

- Work will continue to be set **weekly** via Class Charts as per the **timetable schedule** and with enough work to meet each subject's timetable allocation
- Teachers will give a clear indication of how to **submit work** – by necessity this will vary depending on the subject and type of work
- **Feedback** will continue as per our Feedback Policy (a combination of whole-class, verbal and targeted feedback)
- There will be **live sessions for all subjects** (except core PE, Life Skills and Skills Builder) and they will always be scheduled to start at the beginning of one of their timetabled lessons
- The number of live sessions will depend on how many lessons they have over a **fortnight** but, broadly speaking, it will be 50% of timetabled time per fortnight as **live sessions of 15-20 mins each (as a minimum)**
 - **E.g. 8 timetabled English lessons = 4 live sessions**, 6 Mathematics lessons = 3 live sessions, 6 Science lessons = 3 live sessions
 - We will use Teams on Office365 for our live sessions – students will receive an **email invite** and just need to click the link to 'join'
 - We will be advising students about how they need to conduct themselves safely and sensibly in this time but your support with this is also appreciated
 - We will be **monitoring attendance** at these sessions and in KS4 and Post-16 we will contact you if sessions are missed just to check the reason
 - Invites will come in throughout the week but if you want to see an overview at any time then I recommend asking your child to show you their **weekly view in Outlook Calendar**
- All students will also receive an invite to **one live tutor session a week** (again, in one of their timetabled slots) – these will be great opportunities to have a more informal check on their learning and how they are all managing with this situation.

Will my child be taught broadly the same curriculum as they would if they were in school?

We will 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 practical activities support learning and application of concepts, we may decide to move these to later in the year.

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	5 hours a day
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Accessing remote education

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

- **Class Charts**
 - Where teachers will set work
 - Parent and student login
 - Possible to see what work has been submitted, feedback from teachers and praise points being allocated for excellent work.
- **Office 365 Login**
 - Outlook Email – for communicating with teachers.
 - Outlook Calendar – for planning their day.
 - OneDrive – a student’s individual space for saving files.
 - SharePoint – each curriculum area has a space here for sharing resources.
 - Teams calls – live sessions.
 - Also support free access to Microsoft Word, PowerPoint, Excel

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:

- Contact us via 01404 42283 or admin@honitoncollege.devon.sch.uk with a summary of your situation and request. We will get in touch to advise what is possible and the next steps.
- If you think you could qualify for laptop, additional mobile data or a 4G wireless router please contact us as above.
- We can support with printed work, collecting completed work and/or booklets/ revision guides.
- We will record all live sessions so that they can be accessed at anytime to give students the flexibility to work around sibling/family schedules and requirements.
- Finally, you may also want to be considered under the support available for 'Key Worker and Vulnerable' students and a place may be available at college. We have strict criteria to follow so please get in touch so that we can discuss the options.

How will my child be taught remotely?

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

We are setting work weekly and encouraging students to attend live synchronous sessions that support them to broadly follow their timetable and give structure to their week.

However, to give as much flexibility as possible for families and students, as much as possible we will set a weeks' worth of work but broken down into smaller tasks/lessons and all live sessions are recorded and available afterwards. This is to support students who need to work around siblings' needs and parents working from home.

Students are not required to be always online or working electronically. Students will also be encouraged to write out their responses in their exercise book/on paper just as they would in class.

Students will also use a range of online commercial teaching resources. In most cases students will already have been using these tools in their learning (either in class or for previous home learning). For example: MathsWatch, Seneca, Kerboodle and Kahoot.

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 as many students as possible to attend live sessions.
- We expect as many students as possible to check their Class Charts, Outlook Calendar and Outlook Emails daily.
- We expect all students to submit work weekly via Class Charts or as requested by the teacher.
- We ask that parents/carers support the above and help to establish routines to support your child's education and work with your home situation.

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

We can all monitor submission of work via Class Charts so at any point parents can see if work is outstanding.

No 'Concern' points will be issued during this time as we feel this does not support 'wellbeing' however, we will use the following stepped response to ensure students do not fall behind.

The purpose this process is to open communication with the student and home so that we can solve any issues.

- 1st time work – mark as 'not submitted' on Class Charts.
- 2nd time – as above, class teacher to email student.
- 3rd time – as above and email/ call parents to establish the issue.
- 4th time – Head of Department or Head of Pastoral support

We will also monitor attendance at live sessions. For KS4 and Post-16 we will follow the stepped response below. However, we can pause this process at any point if there is valid reason that students are not able to attend the live sessions and if work is still submitted at the expected level.

- 1st missed session - teacher to email student.
- 2nd missed session – as above and parent via InTouch.
- 3rd missed session – as above tutors to support the student.
- 4th missed session – as above Head of Department or Head of Pastoral support.

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:

We will continue to follow our ['Feedback and Assessment Policy'](#):

- Every 10-12 lessons (as per their in-school timetable) feedback gives individual targets on how to improve. This can relate to the learning objectives, concepts or assessments being assessed, ways to improve layout, or even performance in oral / practical work.
- There will be certain subjects such as Belief and Values, whereby a three-week interval or more would be appropriate.
- It may be appropriate for teachers to select a sample of completed work to check and give feedback on to support whole class progress.
- During the live sessions teachers will also be giving verbal feedback to students throughout. This should be given equal value to any other strategy as it is personalised and students can respond immediately.
- During the period of remote education teachers will also use Microsoft Forms/Kahoots/ similar to check students learning
- Written feedback may be given directly to the student via Class Charts, email or directly onto shared e-documents.

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:

Teachers are kept up to date with the level of need, adjustments required and regular support and advice given by the Additional Needs team.

There will be regular contact from the Additional Needs team to check requirements, expectations and seek solutions.

Those students who need assistive technology have this in place (i.e. reader pen, desktops with enlarged font, tablet when more appropriate than laptop).

Small group intervention work will continue wherever possible.

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?

For Post-16 students it is as above.

For KS3 and 4 students, we do not require KS3 to attend live sessions but everything else remains the same.