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?

Independent tasks will be set via Satchel One.

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?

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, there won't be compulsory Drama, PE and Music work set for students in Y7-9, nor will there be core PE work set for students in Y10 and Y11. Students will follow their usual timetable of lessons throughout the week, so should use these times to take some time away from the screen or to catch up work from other subjects.

Drama, music and PE departments are delivering a weekly live show, including competitions and real-time student and teacher contributions, fostering a sense of belonging and identity as a school community.

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	6 teaching periods

Accessing remote education

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

Instructions will be issued on Satchel One.

Other platforms and resources will be used, but the first port of call for information should be Satchel One.

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 school has already been in touch via a parent survey, so hopefully we are already aware of any issues. However, if any issues with accessing online/digital work arise, please make sure you get in touch by email (homelearning@court-moor.hants.sch.uk) and we can see how best we can support, including:

- issuing or lending laptops or tablets to pupils.
- issuing or lending a router or dongle that enables an internet connection.
- accessing any printed materials needed if they do not have online access
- submitting work to their teachers if they do not have online access

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)

- printed paper packs produced by teachers (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

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 engage fully with live lessons by 'arriving' at the meeting on time, using the camera to engage with lessons, and by being fully prepared with required equipment (especially mini whiteboards, issued by the school)
- Pupils will also need to submit their independent work, exit tickets, etc. as indicated by their teacher.
- Parents/Carers are asked to check in when possible to ensure their child is engaging in the appropriate way.

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

- Tutor groups meet remotely twice a week where tutors can check that students are coping and students can ask more general questions.
- Teachers will be checking students' attendance and engagement at live lessons and the submission of requested independent work. Teachers will contact students via Satchel One to follow up any lack of work/attendance/engagement.
- Failing a positive response from the student, Curriculum Leads will be informed for that subject area, who will contact Parents/Carers.

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:

> Teachers will provide regular feedback on completed work either during the live lessons or following the submission of independent work. This approach may vary from subject-to-subject as best suits the subject and work set.

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:

> Virtual tutor groups (VTGs) have been set up in order to support SEND students working at home. Each VTG has a Learning Coach attached who will support students on a one-to-one basis, ensuring they are organised and able to access work.

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?

> Independent tasks will be set via Satchel One (for students in Y7-9) and Teams (for students in Y10 and Y11).