

**Providing
remote
education;
information for
parents/carers**

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?

St Aidan's has adopted Microsoft Teams as its remote learning platform; during the Autumn term (2020), we delivered 'blended lessons' via Teams with some students in school and some at home. Given that this is now established practice we would expect to continue with this as soon as children begin their isolation. Clearly, there may be a brief gap in service as children and/or staff travel home to begin their isolation, but we would expect lessons to continue on Teams, via Posts or Assignments, or delivered live via the meeting facility.

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, the order of teaching may have changed so that content/skills more accessible remotely are moved to this point in the year. The way in which some content is delivered will have changed as a result of restricted access to practical materials from home, but in general, Schemes of work are being followed as they would be in school.

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 5 hours each day: it should be borne in mind that older students, for example in GCSE and A level classes, would be expected to undertake more independent study in addition to their timetabled classes.

Accessing remote education

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

St Aidan's is using Microsoft Teams as our on-line learning platform; students were enrolled into a class Team for each of their subjects in September and also have a Form Team so that they can connect with their Form group at the start of the day. It can be accessed via a mobile phone, tablet, laptop or PC; instructions for using Teams at home are [here](#), as are the student [protocols](#), both sent previously.

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:

Parents/carers who would like help in accessing a device for remote learning should contact school (admin@staidans.co.uk), so that we can discuss how to help; we are able to help with:

- Issuing/lending devices that enable connection
- Accessing printed materials, where online access is not appropriate or possible and submitting work to their teachers.

How will my child be taught remotely?

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

Via the students' class Teams, their teachers will continue to deliver the schemes of work and assess students' progress. Over the course of a week, lessons will vary and may include some/all of the following:

- live teaching (online lessons) including teacher deliver, discussion, work in break out groups, live chat to help to answer questions, tests/quizzes, teacher demos, followed by independent practice
- access to recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- reference to textbooks students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences eg links to MyMaths, Isaacphysics
- continuation of project work, for example coursework for courses in which practical assessment is a key component such as PE, DT, Music

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?

- All students in years 7-11 should join their Form at 08:45 each morning, in preparation for the day's lessons. This is an important time to keep in touch, hear important messages, access assemblies and generally get ready to learn.
- Students should then follow their usual timetable, including breaks, so that they have a clear routine about when to learn and when to rest.
- A quiet, undisturbed working environment is clearly ideal; however, there are real restrictions to this in many households and parents/carers are encouraged to do their best to keep students in a learning routine, contacting school where this is posing significant difficulties.
- One to one use of devices will not always be possible and students can catch up lessons where they were not able to access them at the scheduled time via materials in their class Teams.

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

- Student engagement will be monitored daily by teaching staff. Concerns will be raised via systematic, weekly monitoring if they are not attending lessons (logging into their class Teams) or completing work, or if the work they complete is not of a good standard. We understand that there may be many reasons why this could happen and will always try to help when we contact home.
- The kinds of communication you can expect from us, where there are concerns about engagement, may include an email or a phone call from a Head of Subject/Head of Year – or a message from a teacher or form teacher, depending on the nature of the concern (academic or pastoral)

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 are following our usual feedback policy, which encourages the use of formative feedback along the lines 'what went well' and 'even better if' comments, in order to inform progress.
- In addition to this, numeric marks may be used on low stakes quizzes and on more significant tests.
- Instant feedback in class is possible via a range of on line tools such as Microsoft Forms and live assignments, and teachers will make use of these and other whole class feedback methods as part of their on-going assessment.
- Teachers are keeping the same records of progress as usual and these are being collated at department level; whole school progress data is being collected as usual, 2 to 3 times each year, depending on the year group.

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:

- Ms Rowland (SENCO) and Ms Chanter (Assistant SENCO), together with Ms Douglas (Assistant Headteacher) are the points of contact for parents/carers of children with special educational needs and disabilities.
- The type of provision and how it is delivered will depend on the needs of the individual and family concerned; every case is considered individually, based on their school provision.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

There are no major differences in our remote provision if the whole cohort/bubble are isolating, or if just a small number of students need to do so. We have adopted a 'blended learning' approach, where students in the classroom and students at home can be taught simultaneously. Sometimes, students at home will join a live lesson and sometimes they will access the lesson materials independently via their class Team, depending on which of these options would be more appropriate for the lesson concerned.