

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.

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?

For the first 24-48 hours of a bubble closure, students will be given a workbook or worksheets to complete independently. If possible and where required, students will be handed a paper copy in school. Students will also receive the work electronically through Seesaw (Primary) and Insight (Secondary).

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?

- For Key Stage 4 students, we will deliver the same curriculum remotely as we do in school. This will also take place during the students usual lesson time in their subjects so that students can follow their normal timetable from home.
- In Key Stage 3, students will receive the same amount of time for their curriculum subjects, but within an adjusted timetable. These adjustments will affect the 'mixed block' subjects such as the humanities, French, Performing Arts, Art and DT. The changes will allow us to offer a better quality of 'live' learning through minor changes to student timetables.
- In the Primary phase, we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects depending on where in the topic a bubble closure happens. Changes will not affect numeracy or literacy delivery, and your child will still be taught by their usual teaching team.

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:

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| Primary school-aged pupils | The children will have a minimum of 3 hours a day on average across the cohort. This may be less for younger children. |
| Secondary school-aged pupils not working towards formal qualifications this year | In Key Stage 3, students will follow their normal curriculum through a slightly adjusted timetable with 5 hours of lesson time. |
| Secondary school-aged pupils working towards formal qualifications this year | In Key Stage 4, students will follow their usual timetable of 5 hours of lesson time through the day. |

Accessing remote education

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

In the Primary phase, students and parents will be sent their remote learning through SeeSaw. This will include links to all of the live sessions, videos and websites that they will need for the day and a power point which includes a timetable and details of activities. Live lessons will be conducted through teams meetings and students can sign in using their KOA email address.

In the Secondary Phase, all remote learning will be shared via Insight with students and parents. This will also be shared to a student's school email address.

The shared work will include a daily 'Live Learning session' timetable with links to these live sessions. The Live Learning sessions take place through Microsoft Teams Live Events, and students can sign in to these using their KOA email log in details.

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 are able to lend a limited number of devices (laptops and wireless internet dongles) to families in need. If you require access to a device, please contact your child's class teacher (primary) Head of House (Secondary) or email koacovid@clf.uk
- Parents will be asked to complete a short lending agreement before collecting devices.
- If you require printed materials, you can also contact the school as listed above.

How will my child be taught remotely?

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

In the Primary phase we will provide:

- A timetable of learning in line with the curriculum that they would receive in school
- A daily check in with a teacher where students can see their peers, ask any questions and where the work for the day will be set
- A 'live lesson' daily which will be between 15 - 30 minutes long. This will either be a maths or states of being session
- A recorded lesson daily. This will either be a maths or states of being session
- Activities and links to carefully chosen learning from other websites where appropriate, in line with other curriculum subjects
- Access to online resources such as bug club and times table rock stars
- Paper packs produced by teachers where requested
- A daily check out with a teacher where children's learning from the day will be celebrated and learners get an opportunity to share their successes from the day.
- Teacher available during their normal teaching time with your child, by email or telephone, with online small group sessions in some subjects.

In the Secondary Phase, we will provide:

- A full timetable of 'Live Learning sessions' wherever possible. These sessions will be around 15 minutes in length and designed to support the other work set for students through Insight.
- printed paper packs produced by teachers where requested
- Online textbooks and reading books for students.
- Targetted access to online resources such as Hegarty Maths and Seneca for independent study and revision.
- Teacher 'live availability' during their normal teaching time with your child, by email or telephone, with online small group sessions in some 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?

In the Primary Phase, we expect that parents will:

- Provide a supervised, focused environment for children to learn
- Support your child to access the learning
- Send your child's learning to the class teacher
- Contact the school if they have any concerns or require support

And that students will:

- Attend each of the live sessions on their timetable
- Ask an adult if they need support
- Complete the work set on Seesaw and with their adults help, send the learning to the class teacher
- Attend the check in and check out sessions daily to celebrate theirs and others learning

In the Secondary Phase we expect that parents will:

- Provide a quiet, focused environment for children to study
- Check the work set on Insight and support their child in accessing this
- Contact the school if they have any concerns or require support

And that students will:

- Check their work on Insight each day.
- Attend each of the live sessions on their timetable
- Contact their teachers for support with the work if needed
- Complete the work set on Insight and email this work to their teachers. If they are working on paper, they should email a photograph of their work.

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

We will monitor students' attendance to live sessions, and contact parents by telephone if we have concerns.

We aim to check in with families regularly and offer 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:

At the primary phase, feedback will include:

- Individual and whole class feedback through live lessons through asking questions and responding to the chat
- Quizzes will occasionally be set to check children's understanding
- Anonymised learning may be shown in lessons to model feedback and allow for peer assessment opportunities
- Following live sessions, teachers will be available to support students by seesaw or phone as required.
- When students send their work to their teachers, they should expect some form of written feedback via Seesaw within 72 hours
- We will be responsive to the needs of students and take into account the work produced when planning further learning sessions.

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:

Students with SEND will be prioritised for phonecalls home to check in and offer support. Where needed, this will include alterations to the work set to ensure that it is accessible.

We encourage parents to get in touch if they have any concerns about the accessibility of the work provided, so that we can work to ensure a suitable level of support.

Remote education for younger pupils (for example those in reception and year 1) will be tailored to be appropriate for the age range. This may include shorter episodes of online learning and more active activities.

Small groups may be offered where children need something additional or different

Recorded videos or differentiated learning may be sent to individual children where appropriate to support them with their learning

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?

In the primary phase where students are self-isolating, they should expect to receive learning tasks through Seesaw from their usual teaching team. In some cases, they may be invited to attend their normal lessons remotely through Microsoft Teams.

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