



Remote Education Provision: Information for Parents and Carers

Date of Review: December 2021

Reviewed by: Mr D Wood

Agreed by Headteacher: December 2021

Frequency of Review: As required

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section.

The remote curriculum: what is taught to students at home

A student'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.

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: practical subjects (e.g. Music, Sport), performance subjects (e.g. Dance, Drama) or subjects where specialist equipment is required (e.g. Technology, practical experiments in Science).
- These adaptations have been considered in the wider curriculum journey to ensure that students do not miss out on any learning opportunities as a result of closure. Our provision post-lockdown will fill in any gaps from adaptations during closure.

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 live lessons, independent work and check-ins) will take students broadly the same number of hours each day as their normal timetable would. There may be minor fluctuations as teachers are responsive to the needs of their individual classes.

Accessing remote education

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

All remote education will be accessed on Microsoft Teams and/or SharePoint (both accessible via www.office.com – students login using their school email address and school password).

If you have difficulties logging on, please email ictsupport@pks.coventry.sch.uk

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

Access to devices:

- The Futures Trust laptop scheme – a cross-trust laptop leasing programme, funded by the schools.
- DfE laptop scheme – we have requested our full allocation of DfE-funded devices.
- If you do not have access to a device at home, please email info@pks.coventry.sch.uk. There are not enough devices for one per student, so requests are considered by priority of need.

Internet access:

- DfE 4G dongles – these provide free internet access up to a 20GB limit.
- These devices are aimed specifically at families who do not have fixed broadband at home.
- If you do not have access to the internet at home, please email info@pks.coventry.sch.uk or telephone us on 024 7666 1416.

Paper-based materials:

- In extreme cases, where all the above avenues have been explored, paper-based resources can be prepared and sent.
- Any work to be marked which cannot be uploaded should be posted to the school.

How will my child be taught remotely?

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

In the event of full school closure:

- Virtual registration (8.45am every day with their tutor)
- live teaching (online lessons)
- recorded teaching (e.g. video/audio recordings made by teachers)
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- For each subject, each week, all year groups will have:
 1. At least one 'live' learning opportunity (a live lesson, length to be decided by teacher)
 2. An opportunity to complete work independently (based on the guidance and the instruction from the live lesson)
 3. A check-in (opportunity to meet again, provide feedback and answer any questions).
 - Each Week = Live lesson + independent work + check-in
 - Students should follow the timings and structure of their existing timetable. They will receive Teams invites for all live sessions.

Year 7-9:

- All students will have a live learning experience in English, Maths, Science, MFL, Project 1 (RE or History or Geography) as per their timetable.
- Project 2 (Create subjects): students will be expected to complete a project and College Directors will inform students of what will be required.
- We are also aware that in order to maintain a healthy routine physical activity plays a crucial role. This contributes to maintaining a healthy and positive physical and mental attitude. Therefore all students will be expected to take part in a 'live' practical PE lesson per week. This will provide weekly exercise and be enjoyable too.

Year 10 and Year 11:

- All students will have a minimum of one 'live' lesson per week for all of their examination subjects.
- All students will have the opportunity to take part in a physical activity with their PE teacher to help keep active and to maintain a positive healthy routine.

Post 16

- Post 16 students will receive at least 50% live learning experiences per subject

The online learning timetable may include a range of activities and may not be the same for all subjects and could change throughout the week, depending on where students are at in the subject curriculum. Teachers will guide students on what needs to be done.

In the event of self-isolation (i.e. the school remains open):

- Students will be set work on Teams.
- In some cases, lessons may be streamed to allow students to join remotely through Teams. This is at the discretion of the teacher.
- In either case, the work set will follow the main curriculum.

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?

Please ensure that your child:

- Has appropriate access to a device and the internet (please see above for support)
- Has a quiet place in which to work
- Has access to their standard school equipment (i.e. pen, pencil, planner, dictionary, calculator, reading book)
- Follows their existing school timetable as far as possible
- Contributes appropriately to lessons
- Follows all standard behaviour and conduct expectations
- Completes and submits work on time.

With an increased use of different online learning platforms and in particular the use of Microsoft Teams, student's conduct will still need to follow normal classroom rules and expectations. Failure to follow the student code of conduct will result in a student being removed from the online session and may result in them being unable to attend future sessions.

We appreciate that these are challenging times, and that devices may have to be shared between multiple siblings and parents working from home. Please contact us info@pks.coventry.sch.uk if you need further support, and may we thank you for the role you play in supporting our students' remote education.

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

Full school closure:

- Students are registered during virtual registration every morning.
- Students are registered during all live lessons
- Teachers are entering positive and negative points, just as they would in the classroom. These points are shared with students during registration the following morning.
- Ongoing training sessions focus on assessing student progress (both in-class and remotely) – our staff use both traditional and innovative methods to assess progress.
- Students will receive timely feedback for work completed. Sometimes this feedback will be instant; sometimes it will be some time later. It may be written feedback and/or verbal feedback.
- You will be telephoned or emailed by the school if there are particular concerns.
- Students are expected to submit work through the Assignments function on Teams (unless given different instructions by their teacher). Teachers will contact students if deadlines are missed, and will escalate this if necessary.

Self-isolation:

- Students will receive timely feedback for work completed. Sometimes this feedback will be instant; sometimes it will be some time later. It may be written feedback and/or verbal feedback.
- You will be telephoned or emailed by the school if there are particular concerns.
- Students are expected to submit work through the Assignments function on Teams (unless given different instructions by their teacher). Teachers will contact students if deadlines are missed, and will escalate this if necessary.

Additional support for students 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 students, for example some students 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 students in the following ways:

- Where possible, Teaching Assistants who would normally work with your child will continue to do so remotely.
- Regular check-in telephone calls will be made by staff in The Hub and/or Year Team.
- Teaching and Learning strategies for learners with SEND are embedded in all lessons. Learners with SEND are prioritised for questioning and feedback.
- Student voice always includes feedback on progress of learners with SEND.

Remote education for self-isolating students

Where individual students 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 students 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?

One of the following two options will be in place:

1. Students will be set work on Teams.
 2. In some cases, lessons may be streamed to allow students to join remotely through Teams. This is at the discretion of the teacher.
- In either case, the work set will follow the main curriculum which allows students forced to self-isolate to access the same curriculum provision as their peers in-school.