Remote education provision: information for parents and carers

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education when 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 of this document.

The school's remote education provision is led by Miss D Newman, Assistant Principal, who can be contacted at newmand@haileyburyturnford.com

The remote curriculum: what is taught to students at home

A student's first day 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. However, we aim to ensure we teach live lessons via Microsoft Teams from the first full day that an entire cohort (or bubble) remains at home.

What should my child expect from immediate remote education in the first day of students being sent home?

- Students should complete all existing homework, which is set on Class Charts, and can be accessed remotely.

- Students should access appropriate remote materials from Seneca Learning, Oak National Academy, BBC Bitesize, GCSE Pod, Hegarty Maths and other subject specific remote learning websites.

Following the first day 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, in practical subjects, such as PE and Design & Technology, it is not possible to continue with the same practical taught elements of the curriculum. Alternative physical activities are set and promoted in PE, and non-practical work is set from the curriculum in subjects such as Design & Technology.

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 students broadly the following number of hours each day:

Key Stage 3 and Key Stage 4 students	• Students will have at least 5 hours of remote learning provision per day. This will involve time when students are participating in live lessons, in addition to work which students are able to complete without being online continuously for 5 hours throughout the day. • Students are expected to join morning briefings before Period 1, to ensure daily contact, to set up the day's expectations, which will last 20 minutes, and led by Year Achievement Coordinators and/or Assistant Principals with input from tutors. These sessions will include the curriculum normally taught in tutor time when students are in school. • Students will join their 5 timetabled lessons throughout each day. • Students will follow their normal school timetable with at least 15 minutes of teacher-led explanation, and at least 15 minutes with the teacher remaining online to support with follow-up tasks. Students should then continue with follow-up activities for each lesson. • Additional independent study will be set using Class Charts where appropriate for students to access.
Sixth Form students	• Students will attend all timetabled lessons for their programme of study with at least 15 minutes of teacher-led explanation, and at least 15 minutes with the teacher remaining online to support with follow-up tasks. Students should then continue with follow-up activities following each live lesson. Students do not necessarily have to be online to complete additional extended follow-up tasks.

	- Additional independent study will be set using Class Charts for each subject within a student's programme of study. - Student are expected to attend their timetabled year group assembly session, which will last approximately 30 minutes, and led by Heads of Year and/or Assistant Principal & Head of Sixth Form.

Accessing remote education

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

- Live lessons will be taught remotely using Microsoft Teams.

- In addition, work will be set using Class Charts.

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:

- We will issue or lend laptops, and an internet connection (for example, routers or dongles), to students where required, informed by the responses to our parental IT surveys, and prioritising our most vulnerable and disadvantaged students.

- Students can access any printed materials needed if they do not have online access and would like such materials.

- Students should submit their work to their teachers if they do not have online access, by arranging for it to be left at the school's reception, to enable it to be passed on to the relevant teacher for marking and feedback.

- Contact the school via your child's Year Achievement Coordinator, or the year group's Assistant Principal, with any queries, or for more information for Year 7 to 11.

- Contact the school via your child's Head of Year, or Assistant Principal & Head of Sixth Form, with any queries or for more information for Year 12 to 13.

- Alternatively, contact Miss Newman, Assistant Principal, who has oversight of the school's remote education provision.

- All staff email addresses are listed on the school website in the "contact" section.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Live teaching (online lessons, using Microsoft Teams).

- Recorded teaching (e.g. Oak National Academy lessons, BBC Bitesize, video/audio recordings made by teachers).

- Printed paper packs produced by teachers (e.g. workbooks, worksheets).

- Textbooks and reading books students have at home, especially at Key Stage 5, to supplement learning.

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (including GCSE Pod, Hegarty Maths, Seneca Learning).

- Project work and/or internet research activities, including Personal Development & Community challenges and competitions.

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 all students to fully engage with remote education. It is not optional for students.

- We ask for parental support, to include setting routines to support your child's education at home, and where possible, providing a quiet, regular space for your child to work.

- We ask that parents and carers contact the school by email as promptly as possible with any queries or worries so that we can provide timely support.

- Pastoral staff will make regular contact with students to provide support, praise and feedback. This will include support with mental health were appropriate to provide such support.

- There will be daily contact with students by tutors through PM registration.

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

- We will check students' engagement with remote education very regularly. We will do this by tracking student attendance at live lessons each day, and contacting you by telephone if students have not joined lessons.

- We will check Class Charts very regularly, and contact you by telephone if students are not submitting work required of them.

- Pastoral staff and Faculty/Subject Leaders will join some live lessons to check student engagement.

- If engagement is a concern, students will be contacted directly by Assistant Year Achievement Coordinators, Year Achievement Coordinators (in Year 7 to 11) and by Heads of Year (in the Sixth Form) to discuss the issues, and agree next steps.

- In cases where there is ongoing non-engagement, we will make COVID-19 secure home visits to provide further support and develop a plan with individual families to support re-engagement with remote education.

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 student work is as follows:

- The use of Microsoft Forms to check student understanding, and for live feedback to be provided to teachers.

- The use of Achievement Points via Class Charts to provide feedback on specific pieces of work, and/or engagement in live lessons.

- Students will receive feedback on all submitted pieces of work, where it is appropriate and relevant to give written feedback using Strengths (S) and Targets via Class Charts.

- Written feedback should be provided to students via Class Charts within 72 working hours of the deadline for work to be submitted.

- Work submitted to teachers if students do not have online access, by arranging for it to be left at the school's reception, will also receive feedback using Strengths (S) and Targets (T).

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:

- Our SEND team will contact you directly, to provide additional support for your child, with accessing remote learning materials.

- Link workers will work with students with Education, Health & Care Plans (EHCPs) to provide additional personalised support and access to the curriculum. This will include further support after live lessons, to help with follow-up learning activities.

- Additional remote literacy and numeracy interventions will be provided where appropriate for students with specific needs.

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?

- Individual students self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

- All lesson materials are shared on Class Charts, and students are expected to attempt all homework tasks set to students who are attending school.

- Where it is possible to do so, particularly in the Sixth Form, and at Key Stage 4, students will have the opportunity to join their lessons remotely, so that they can listen to the teacher, and follow the learning taking place in the classroom.

- In addition, students can access appropriate remote materials from Seneca Learning, Oak National Academy, BBC Bitesize, GCSE Pod, Hegarty Maths and other subject specific remote learning websites. Pastoral staff and teachers will guide students to the best resources to support their learning.

- There will be very regular contact with self-isolating students when not in school, from the relevant pastoral staff, and teaching staff as appropriate.