



***Conisborough***  
*College*

# **Remote Education Provision**

*Your school, Your time, Your future*

## **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?**

On the first day of being sent home, students will be provided with work through Show My Homework. Thereafter, all teaching will be online via links which will be placed on Show My Homework.

### **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 sequencing of some topics has been altered as some units lend themselves better to online learning. Conisborough College is providing the full broad curriculum throughout any periods of lockdown. We ensure that all subjects are taught to their allocation, this includes Key Stage 3 PE, DT, Art and Music, all students are taught to their timetable

## 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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|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Secondary school-aged pupils not working towards formal qualifications this year | Students in Years 7, 8 and 9 should follow their normal timetable following the hours of their current school day. This means that they should be 'in lessons' and completing tasks for at least 5 hours from Monday to Friday. They should take their normal lunch break at the normal time. Students are also required to attend a weekly assembly, tutor time slots and other sessions they are invited to. There is an expectation that students read regularly.                                                                                                                                  |
| Secondary school-aged pupils working towards formal qualifications this year     | Students in Years 10 and 11 should follow their normal timetable following the hours of their current school day. This means that they should be 'in lessons' and completing tasks for at least 5 hours from Monday to Friday. They should take their normal lunch break at the normal time. Students should spend at least 1 further hour per day (or time at the weekend) revising or completing work set for GCSE subjects. Students are also required to attend a weekly assembly, tutor time slots and other sessions they are invited to. There is an expectation that students read regularly. |

## Accessing remote education

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

Links to online lessons will be placed on Show My Homework by 9am each morning.

### 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 have surveyed students and parents to identify where there are pressing ICT needs. We have sourced devices from the DfE and have allocated these to those most in need.

We have issued dongles where needed and encourage parents to contact us if there are further issues.

Students are provided with printed materials where appropriate. This may be due to ICT issues or as a differentiation tool to aid learners.

Individual arrangements are put in place to ensure all students have basic 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 via Zoom and Teams)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- textbooks and reading books available through the school's virtual library (vlebooks)
- websites and online platforms supporting the teaching of specific subjects or areas, such as MathsWatch, Educake, Kahoot! and Quizlet.
- long-term project work and/or internet research activities.

## 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?

Expectations for pupils' engagement with remote education:

- Attend all lessons on time.
- Be ready to work in an appropriate place at home with your pens etc. and ready to learn.
- Dress appropriately (school uniform need not be worn).
- Ensure your proper name appears on screen.
- Turn your mic on/off when asked to by your teacher.
- Turn off potential distractions such as TVs, music, games and social media.
- Behave positively and respectfully towards staff and students.

Expectations of parental support, for example, setting routines to support your child's education

- Provide, where possible, a suitable place for your child to work.
- Check that your child is attending all six of their lessons each day, as well as assemblies and Tutor periods when appropriate.
- Remind your child to take a break from screens and work at their timetabled morning and lunch breaks. (put in breaks)
- Equip your child with pens and paper.
- Contact your child's Head of Year if you require advice or support.

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

Subject teachers will take a register at the beginning of each lesson. Heads of Year and the Attendance Team will check your child's attendance and engagement each day. Teachers will feed back to Heads of Year any concerns about work completion. Where there are any concerns you will be contacted by phone or email.

Where necessary members of staff will make home visits to ensure the safeguarding and welfare of a small number of pupils.

## **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 use a range of formative assessment strategies to assess students' progress including information retrieval exercises, quizzes and the marking of written work. We are exploiting the opportunities afforded by online platforms to assess learning within the virtual classroom.

## **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:

The SEND Team are tracking the engagement and progress of any pupil on the SEN register, liaising with parents and offering feedback weekly.

A range of differentiated strategies are used to enable all learners to access remote education, including on-site provision where appropriate, providing of resources which meet the individual needs of children. This is further enhanced with the deployment of support staff in virtual lessons.

## **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?**

Where a student is self-isolating, they will be provided with learning resources that mirror the classroom content being taught in real time. In a situation where a whole class or year group are in self-isolation, the curriculum will move online as is already embedded practice.