

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents 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?

Full remote education for pupils will begin immediately and will be exactly the same as for any other day. (please see below for details.)

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 instance in games where people will need to follow filmed materials and undertake the exercises in an appropriate space.
- We are not setting prep outside of lessons, though we do expect pupils to finish off any classwork that they have not been able to complete during the lesson at the end of the day. There will be a five minute gap between all lessons.
- In some subjects, the order of topics covered will be different from the normal scheme of work, as some topics are more appropriately covered in a classroom situation, but all topics will still be covered.

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:

Pre-Prep	The children will have four hours of lessons a day broken up into an accessible timetable for the children and families. There will be rest periods during the day to allow the children a break from screen time and to allow parents to focus on any other children working from home. Sign off at the end of the day with story and chat is finished by 3:15pm.
Prep School	All work should be completed during the course of the day. No extra work / prep will be set. Pupils will be expected to finish any work not completed in lessons. Lessons begin at 9.05 and finish at 3.55 (Forms 3 and 4) and 4.10 (Forms 5 ,6,7 and 8)

Accessing remote education

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

Pupils will need to use Microsoft Teams

Children in Pre-Prep will use Microsoft Teams for live online lessons and Tapestry is the platform where completed work is uploaded and marked by staff. This then forms a complete learning journey in chronological order that can be viewed online or downloaded as a booklet. Parents are also sent a pack of books, worksheets and resources through the post.

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:

If Pupils need help getting access online, they should approach the School and we will endeavour to support the particular needs of the child.

In Pre-Prep those who have limited remote access have a pack of workbooks and resources that enables them to complete work without the need to download and print off. All have access to the live lessons through a tablet or phone if not a computer. Teachers monitor progress closely and have meetings regularly with those parents who need support.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

Almost all of our teaching will be live online lessons. These lessons are normally recorded and available for a 7 day period for pupils to revisit or watch if they happen to miss a lesson.

Occasionally we may supplement this approach with the following:

- recorded teaching (video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g., workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

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

- we expect that all pupils will engage as completely as possible with online learning.
- We encourage pupils to communicate regularly with staff if they can't attend lessons or are struggling to complete work.
- we ask parents to support the routines of the school by providing pupils with an appropriate, quiet place to learn and, where possible and dependent upon age, that parents will support the teachers when any problems occur which the teachers cannot deal with remotely.
- Work is submitted via Teams for checking and marking. Alternatively work can be submitted by email if pupils are unable to do so using Teams.
- Teachers will specify a return time if pupils are allowed to leave a live lesson to complete work and the use of cameras being turned on is at the discretion of teachers to supervise pupils while they are working.
- In Pre-Prep although work is seen at the end of each live lesson on Teams, Parents are asked to upload the work afterwards onto Tapestry. Here it is marked and monitored by Form teachers. Those who do not upload work are prompted to do so and discussions and monitoring will be maintained by the teacher with the families to give them support.

How will you assess my child's work and progress?

- Teachers will take a register every lesson and, in the Prep School, inform the Deputy Head if pupils are missing or failing to hand in work.
- Weekly registers are sent to the Deputy Head at the end of a week and discussions about attendance and academic concerns are discussed in a weekly staff meeting.
- We also use the Insight App on Teams to see pupils' attendance and pupils' engagement in lessons.
- Teachers will mark and return work through Teams or by email, keeping records of progress as normal.
- Parents and pupils will be contacted by Form teachers if there have been unexplained absences or if pupils have not been working sufficiently hard. If this has no impact, the Deputy Head and then the Headmaster will become involved.
- In Pre-prep, their progress and work are monitored by their engagement in class and the Tapestry platform.

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:

- Work will be set on the Assignments section of Microsoft Teams. Pupils will then submit the work on Assignments or by email if necessary.
- Teachers will mark the work on Assignments and return it to pupils who should expect a comment from the teachers.
- In certain subjects e.g., games, boys are asked to send evidence to the teacher in the form of video or photo. Teachers will send a return comment to this evidence and pupils will be rewarded with merits.

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:

In this section, please set out briefly:

- how you work with families to deliver remote education for pupils with SEND
Pupils with SEND are able to work in school if their needs cannot be met at home, in person support is available for those pupils. For those pupils working at home, the class teacher provides support and differentiation to enable the pupils to access the curriculum. Pupils or parents communicate with their Form Tutor or SENCO if there is a particular challenge.
- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1

The children will have four hours of lessons a day broken up into an accessible timetable for the children and families. There will be rest periods during the day to allow the children a break from screen time and to allow parents to focus on any other children working from home. The curriculum and topics are chosen to engage the children and to include practical activities using the resources they have at home, e.g. Lego blocks as Maths cubes. A pack including worksheets, books, resources, a timetable and a half term plan is sent out to parents. It is expected that all families will be able to access the online learning, but the packs enable those families with limited access to continue education at home. Staff maintain weekly individual contact with families and, where appropriate, one to one lessons are arranged with those children who need extra support and who are struggling with a whole class online. Staff are always available during the day and a close relationship is formed. Families often call staff for their advice and support on Teams in private calls.

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?

The teachers of pupils who have to self-isolate while other pupils are receiving education in school will provide work to enable those pupils to maintain their learning using Teams and by email. This may include livestreaming all or part of lessons as appropriate. Pupils would then be expected to complete prep set in the normal way. Teachers will remain in contact with those pupils to ensure that they were keeping up with the lessons.