



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?

There is work available on TEAMS for students to instantly access in the case of school closure. A timetable for online class learning is pre-published and all lessons will instantly revert to this, regardless of the day of closure. Books and text books will be provided for students to learn independently.

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. Each subject is timetabled at least 3 times a week in one hour blocks.

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:

Primary school-aged pupils	(Number of hours – there are minimum expectations for remote provision. Consider breaking this information down by key stage or year group if applicable)
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Secondary school-aged pupils not working towards formal qualifications this year	20 hours per week for key stage 3
Secondary school-aged pupils working towards formal qualifications this year	20 hours per week for key stage 4. There is also provision for 1:1 intervention. Pupils in alternative provision have access to 12.5 hours of online plus attending their external provision.

Accessing remote education

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

Microsoft TEAMS

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:

- All students who do not have access with a laptop/tablet will be provided with one on the last day before moving to online learning. Students not present that day will have electronic equipment delivered to their home by staff.
- Parents have been provided with a 'how to' guide to teams. They also have the phone numbers and emails of key staff.
- Students will receive work via post if they are unable to access the internet. This can then be either posted back or collected by a member of staff.



Remote education provision: information for parents

How will my child be taught remotely?

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

At woodlands, the following remote learning is utilised:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, 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?

- Expectations for pupils' engagement is high. Expectations in terms of conduct and engagement is no different remotely than it would be in school.
- Furthermore, there are expectations regarding parental support. Routines in terms of attendance to lessons is important.

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

- Pupil engagement is monitored every lesson. Teachers feedback engagement concern at TEAMS briefing after school.
- Students and parents are contacted when there has been a slip in engagement.



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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:

- In line with our feedback policy

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:

- All our students are SEND and therefore, our remote package is tailored to their needs.

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?

Individual pupils 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.