

Remote Education Provision: Information for Parents

This page is intended to provide pupils, parents and carers with information about what to expect from remote education where national or local restrictions or other circumstances require pupils to remain at home.

The remote curriculum: what is taught to pupils at home?

A pupil's first day or two of being educated remotely may look slightly different from our standard model while we prepare for a longer period of remote teaching. However we are working towards a seam-less experience for students as they move between remote and school based learning.

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

We will prepare a range of resources, depending upon each student's individual needs and the resources available at home. All students will receive remote learning work on their first day of working at home, via email, internet or packs of paper based work if internet is not available at home.

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 may need to make some adaptation in some subject areas to make it suitable to access at home.

Remote teaching and study time each day. How long can I expect work set by the school to take my child each day?

Each student at PLC has a specific set of learning needs so individual programmes of study will take these into account including duration and quantity of teaching/study sessions. However our remote education delivery (including remote teaching and independent work) will follow the government directive regarding tuition times and pupils ages as closely as possible, as a basic minimum. – Please see below:

Key Stage 1	3 hours a day predominantly Maths, Phonics and topic
Key Stage 2	4 hours a day predominantly Maths, English, guided reading and topic
Key Stage 3 and 4	5 hours a day, students should follow their usual timetabled lessons and access resources for those on their usual class Google Classroom, or by arrangement with the school if a student is accessing specialist 1:1 or other provider sessions

Accessing remote education

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

All parents and carers will be contacted regarding how to access remote learning. Access will vary according to the needs of each individual. However, many of our KS3 and KS4 students will access live lessons, recorded teaching and lesson work and assignments on Google Classroom.

Students will be coached on how to access their lessons wherever possible in school in order that they are ready to access remote learning. Please follow this link in order to access our [Google Classroom support webpage](#)

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 will support students who do not have access to computers or internet by

- dropping and collecting learning materials and completed work
- Through phone calls home as necessary
- We currently do not have computers and IT equipment to lend to students. If equipment becomes available students will be prioritised according to need and individual circumstances will be taken into consideration. We will endeavour to access whatever local authority or government financial support for laptop provision becomes available in the future, E.g. Via the “get help with technology” link

How will my child be taught remotely?

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

- **Google classroom** – Students will already have been given instruction and training on access to this and teachers/tutors at PLC will liaise with parents to ensure access to on-line resources and classrooms. *(Predominantly be used for KS3 and 4 pupils but also primary if appropriate)*
- **Oak Academy - recorded teaching** *(predominantly used for our primary learners KS1 & KS2 but also secondary if appropriate)*
- **Other subject specific learning resource systems** – E.g. “Mathswatch”, “Squeebles” “Active Learn”
(All of the above systems can be accessed using a range of IT hardware including computers, Macs, Ipad and Smartphones)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both learners and teachers to participate in remote learning. The school will deploy a range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience. These will be decided by teaching staff and school management

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?

Parents

We know that parents and carers will want to do everything they can to support their child's educational progress and our hope is that under normal circumstances we will be able offer face to face teaching. However, we need additional support from parents to secure success for each learner if they are engaged in remote learning. Parents are asked to support their children by:

- Choosing a suitable and appropriate place to work regularly
- Being ready to engage in their learning
- Making internet and wireless networks, computers available if possible
- Helping them to understand and stick to their timetable and homework plan
- Enabling them to access the internet and log on to school systems – with the help of the school if required
- Liaising with the school re work collected or received
- Contacting the school should they require support with any of the above

Teachers will make no presumption of the learner's ability to print at home.

Students

Assuming that a learner is fit and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work and submitting assessed tasks promptly and to the best of their ability. Learners will also be expected to read and respond to communication from the school (e.g. an email from a form tutor) on a regular basis.

Learners should ensure that, in addition to completing the tasks promptly, they should complete any administrative tasks that allow the school to monitor their progress. If learners or parents have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area or provision lead/contact person at PLC. If there are questions about a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should be directed to the learner's usual contact at PLC and staff at the school will respond promptly.

Teachers will work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. However, if advance notice is possible, teachers will instruct learners to take relevant equipment from their lockers home, or for parents to try to ensure they have duplicates. The school does not expect learners to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers will ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home. Online textbooks are helpful in this regard and some subjects are now moving over to these.

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

- We will monitor engagement with remote learning on a daily basis
- Parents will be contacted as soon as possible if there are any concerns

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 feedback regularly to students about their work, in line with our marking policy using comments marking colours and response stickers. A number of feedback approaches will also be used as follows:

- Providing whole class feedback as well as feedback on individual pieces of work.
- Using the "Comments" or "review" functions on online documents
- Sending a direct message to learners with specific feedback / targets
- Feedback via websites or apps
- Verbal feedback through on-line learning platforms outlined above or over the phone
- Electronic feedback "labels" similar to those found in student workbooks. These emphasise aspects of student work which have gone well (if possible these are displayed in green) and "even better ifs..." usually displayed in pink- as far as our on line systems will allow. We encourage students to respond to this feedback.

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?

Teachers will ensure that work is differentiated and personalised as required for all learners when setting tasks. We profile each student and tailor their programmes in consultation with our SENCo. In addition, the SENCo will maintain contact with those pupils/parents requiring regular support, by email or phone with parents/learners and will feed back to teachers if required.

Reviewed by Michelle Skelton September 2022