

Remote education provision: information for Parents/Carers



This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students at home

A student'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 students being sent home?

All of our students have been briefed on accessing MS Teams, which will be used as our learning platform during periods of remote learning.

The nature of work will depend on specific circumstances, but ideally this will comprise of mainly on-line learning (i.e. 'live' lessons) delivered by classroom teachers. Other work will include independent tasks (remote learning) that students will work through via Teams.

Initially, the remote education programme will follow students' usual timetable until alternative provision is established.

Students are able to access MS Teams via a wide range of devices, including mobile phones.

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 adjustments to students regular timetables as follows:

- 'Live' lessons organised for morning programme (4 x 60 minutes) to ensure that students and staff can manage screentime.
- As there are fewer timetabled slots, a reduction in the number of weekly lessons for each subject will be necessary for most subjects. This is most likely in technical subjects, when access to specialist practical equipment/software is not available remotely.
- Enrichment activities will be organised to allow students to continue their personal development experience, which will also include aspects of PSHE and Global Cultural Learning. In addition, a UTCS Physical Well-being You Tube channel has been set up to stream exercise videos to allow students to have a structured exercise programme.

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:

<p>Secondary school-aged students working towards formal qualifications this year</p>	<p>Years 10/11: 4 hours of 'live' lessons + up to 1 hour of Enrichment/Physical Well-being/Global Cultural Learning per day.</p> <p>Years 12/13: dependent on subjects studied (e.g. Engineering up to 10 hours pw, other subjects 3 hours pw). However, students will need to complete significant independent study, as they would be expected to do in normal circumstances.</p>
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Accessing remote education

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

There are numerous on-line learning platforms available to students, that can be accessed at home using a computer or mobile device (including mobile phone).

Work and communication is set up using MS Teams and a video guide to support students and parents/carers, in accessing and submitting work, has been made available (click [here](#)).

Other resources include:

- GCSEpod
- Kerboodle
- GCSE Bitesize
- Vidlearn
- PiXL Independence
- My Maths
- Seneca
- You Tube
- On-line quizzes (e.g. Kahoot)

We will continue to review resources as new ones become available.

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 have requested that parents/carers inform us should their child not be able to access the remote learning activities so we can identify potential support.
- Guidance on how to access remote education.
- Applying for schemes that provide devices or connectivity (e.g. DfE Laptop scheme).
- Hard copies of resources can be provided and students' submission of work through individual collection or drop-off at home.

How will my child be taught remotely?

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

- 'live' (online) lessons via MS Teams (see P2)
- independent work towards internal assignments (technical subjects)
- tutorial support with individual students or groups via Teams/email to review progress
- recorded teaching (e.g. Vidlearn/Oak National Academy lessons, UTC Swindon and ALET You Tube channels)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (see P3)
- longer-term project work and/or internet research activities, although these are mainly used as enrichment and not part of 'live' lessons.

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 every student to engage in their remote education as it is essential that young people continue their learning and personal development, in order to prepare them for the next stage of their career. For instances of students being unable to work at home, we expect parents/carers to inform us as they would do normally.

During a period of remote education, we monitor students' attendance/engagement through the following:

- Recording attendance for every 'live' lesson via Teams register. If a student has not signed into the P1 lesson, our Attendance Officer will contact home.
- Submission of work is reviewed by subject staff and concerns recorded and emailed to relevant Y10/11 or Y12/13 leaders.
- Review students' attendance each day and follow up with those causing concern by calling home.
- Students may be requested to work on-site (situation permitting) should they fail to engage with their 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.

The frequency of feedback will be dependent on the frequency of remote education activities, the nature of work being undertaken and the length of the period of remote education. Our approach to feeding back on student work provides a combination of formative and summative approaches:

- verbal/text comments in 'live' lessons
- grading of assignments/tests/exams
- written feedback for submitted work (via Teams/email/on-line platform)
- individual/group tutorials
- reports (for longer-term periods of remote education)

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:

- Daily tutorials with Learning Mentors to review work and set targets for the following day(s).
- Provide the opportunity to work in school, either independently or with 1:1/small group support, on the remote education set. This will depend on the context and any additional guidance (i.e. social distancing or other health and safety issues).
- Support for parents/carers in accessing the work and in establishing a purposeful working environment for the student.

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?

A range of approaches are available to ensure individual students self-isolating are taught a planned and well-sequenced curriculum. Wherever possible, work will be meaningful and ambitious, following the curriculum undertaken by their peers. Feedback will be provided as appropriate, using Teams/email or via the marking of work that has been handed in as a hard copy.

A copy of ALET's Children with health needs who cannot attend school policy can be accessed by clicking [here](#) .