

Remote Education: Information for Parents

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 document.

The remote curriculum: what is taught to students at home

When being educated remotely lessons will be delivered using Microsoft Teams. Links to the meetings can be found in the Calendar application on the left-hand side of the Teams app. Work set will follow the Curriculum for each subject where possible.

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

If your son/daughter is sent home to isolate, lessons will be delivered on Microsoft Teams. If a teacher is unwell or unable to deliver a live lesson, there will be activities set for your son/daughter to complete. These will be shared via teams and will often be hosted on SharePoint. Your son/daughter will follow her normal timetable but lessons will begin on the hour, as shown below:

Core time/ assembly	8:45am to 9:00am
Period 1	9:00am to 9:50am
Period 2	10:00am to 10:50am
Break time	11:00am to 11:15am
Period 3	11:15am to 12:05pm
Lunch time	12:05pm to 1:00pm
Period 4	1:00pm to 1:50pm
Period 5	2:00pm to 2:50pm

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, in Music, where it is not practically possible to practice with instruments at home, activities will be set by the teacher which are adapted so that they are appropriate for remote learning.

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 between 5 and 6 hours per day. The lessons are structured to follow best practice and allow time for independent work (offline). The structure of lessons is outlined below and reflects the structure used in school.

Start of lesson	Register taken and teacher delivers new learning and understanding
Middle of lesson	Depending on the topic being covered or the year group a range of teaching methods will be used including live teaching, student presentation, independent learning or recorded content being followed
End of the lesson	Again depending on the lesson structure some lessons might return to live teaching to allow feedback or preparation for future lessons, whereas in other lessons the work set will continue independently until the end of the lesson.

Accessing Remote Education

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

All students at Eaton Bank Academy are comfortable with using Microsoft Teams as a method of accessing homework and some are also used to accessing live lessons due to previous lockdowns or self-isolations. From Microsoft Teams students will predominantly have teacher directed lessons, some lessons might use additional websites including SharePoint, Oak National Academy, BBC bitesize, flipgrid and Dr Frost Maths to name a few. Teachers will use the best method of delivery for the topic they are covering, this will include assessment lessons, recorded content, and independent research tasks.

If my child does not have digital or online access at home, how will you support them to access remote education?

At present, we are not aware of any students who are unable to access online remote education. We have provided devices for those who need it; however, 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:

- Issue laptops to those without devices (up to the limit on the number of devices we have)
- Issue dongles and sim cards for access to the internet
- Print and post resources to students who may require it
- All teachers have online access to support the delivery and monitoring of learning

If you do not have access to online learning or experience difficulties, then please contact the school office

How will my child be taught remotely?

The majority of the lessons will be taught using live teaching at the start of the lesson, it is estimated that around 90% of lessons will be delivered in this way. When a live lesson is not viable or conducive to the area being covered, learning will move to either pre-recorded lesson content by either EBA staff or other free or commercially available sites such as Dr Frost maths or The Everlearner. This will also be blended with independent assignment based 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?

Students are expected to attend all lessons that are delivered remotely and complete all work set. It is helpful to make sure your daughter sticks to a clear routine, following her usual timetable. Please support her in finding a quiet place to work and support us in ensuring she follows the guidance for Teams lessons.

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

Registers will be taken for each lesson and attendance will be monitored for online lessons. If your son/daughter is unwell or unable to attend the online lessons please report the absence as normal. If there are concerns with attendance your son/daughter's Learning Progress Manager, Pastoral Manager or Form Tutor will contact you.

For individual subject concerns, the class teacher or Head of Department will contact you.

You might be contacted in one of the following ways:

- Email, letter or phone call from the year group
- Email, letter or phone call from Learning Progress Manager
- Email, letter or phone call from class teacher or Head of Department
- Email, letter or phone call from a member of the Senior Leadership Team.

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

Feedback can take many forms and may not always mean extensive written comments for individuals. 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:

- Your son/daughter will receive feedback on her work in line with usual school policy- they will receive feedback on a regular basis.

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:

- Regular (at least weekly) contact with parents/carers and students from a member of the SEN department
- Work packs provided and distributed for individuals who require extra support
- •Extra support from a subject specialist in the core subjects when the need arises and is identified by the SEN Department to support your daughter's remote learning

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?

If individuals or a small group of students are isolating, work will be set in Microsoft Teams. This work will be linked to the curriculum and follow the same content as those who are in school. If there are any issues, please contact the class teacher in the first instance for individual concerns, or your son/daughter's Learning Progress Manager for more general concerns.

Who to contact

If you would like to discuss this document or remote learning and your request doesn't relate to the contact points highlighted earlier in this document please email w.davies@eatonbank.org