

Remote education provision: information for parents (Secondary Phase, Years 7-14)

This information is intended to provide clarity and transparency to pupils and parents or carers 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 section.

1. 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?

In the event that all pupils being sent home, or all those in a year group 'bubble', work will be set via the Show My Homework (SMHW) platform / app for students to complete independently for the first two days. This may include work set via other online learning platforms. During this time, the school will plan for the delivery of a programme of live lessons – see section 3 for further 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 may need to make some adaptations in some subjects. For example, in practical subjects such as Product Design, Textiles, Food, Hospitality & Catering, Art, Photography, Drama, Music and PE, curriculum plans will be modified and reorganised to focus largely on the theory aspects of each course, with the practical aspects delayed to when after pupils can return to face-to-face teaching.

Core PE lessons will continue, but with weekly suggested exercise and keep-fit routines being the main focus.

The daily tutorial programme, led by pastoral teams, will be modified to include a weekly assembly, a single tutorial session and a cycle of welfare phone calls home by tutors, student managers and progress leaders.

2. 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:

5 hours a day, consisting of 50% live lessons and 50% independent learning tasks.

- Live lessons will follow the normal timetable, but be scheduled to be 10 minutes shorter to allow admin time for students and staff.
- Independent learning tasks will be set following each live lesson. Ideally these should be completed in the next timetabled lesson for that subject. In some practical subjects, such as Art, longer-term projects will be set.
- Additionally, students are expected to complete and submit (usually via SMHW) a weekly 'assessed assignment' in each subject they study.

3. Accessing remote education

How will my child access the online remote education provided?

All live lessons are delivered via Microsoft Teams

All independent learning tasks and assessed assignments are set via Show My Homework (SMHW); students should also submit most work using this platform

Some independent learning tasks and assessed assignments are to be completed on a range of online learning platforms, including:

- GCSEPod (English, Science and most KS4 subjects) www.gcsepod.com/
- Hegarty Maths <https://hegartymaths.com/>
- MathsWatch <https://vle.mathswatch.co.uk/vle/>
- Dr Frost Maths (A Level) www.drfrostmaths.com/
- Educake (Science and Humanities) www.educake.co.uk/
- Seneca Learning (Social Sciences) <https://senecalearning.com/en-GB/>
- The EverLearner (PE) www.theeverlearner.com/

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:

The school will lend laptops and/or internet dongles to families with pupils who are unable to access remote education. Priority will be given to pupils eligible for free school meals and vulnerable pupils who are unable to attend in-school provision. In the first instance parents should contact their child's Progress Lead or Student Manager. Mr Christie (Deputy Headteacher) and Ms Adekola (Director of Inclusion) coordinate the distribution of laptops to families. *Please note that parents are required to sign an agreement outlining liability for damages to or loss of school laptops and dongles.*

- The school has a limited number of laptops and dongles available. In the eventuality that the school has no further equipment to lend to families, pupils who are unable to access remote learning will be designated as 'vulnerable' and invited to join the in-school provision for the children of critical workers and vulnerable children – see below.
- In a few exceptional situations, the school will provide textbooks, workbooks and other hardcopy resources for pupils in place of, or to supplement, remote online learning. These resources will be sent via Royal Mail, or parents can opt to collect them from the school reception. Pupils can submit work to their teachers in the same two ways.
- When pupils are having difficulty logging into Microsoft Teams, Show My Homework, or any other online platform, support can be obtained via the school website or via this link: [Edmonton County School login details request form \(office.com\)](#)

The Inclusion Team is responsible for the in-school provision for the children of critical workers and vulnerable children (based on the Bury Campus) which will be staffed by TAs, at least one teacher and two Cover Supervisors. Volunteers from the wider teaching staff provide a suitably broad curriculum content. Heads of Faculty and Department have been asked to provide suitable work for students, but the focus will be on ensuring that students can access and participate in the programme of 'live' online lessons and can tackle the remote / independent tasks set. The latest guidance can be found at [Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK \(www.gov.uk\)](#)

How will my child be taught remotely?

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

50% live lessons and 50% independent learning tasks (5 hours per day):

- Live lessons will follow the normal timetable, but be scheduled to be 10 minutes shorter to allow admin time for students and staff.
- For Core PE, pre-recorded lessons from the Oak National Academy are used to supplement our own online teaching resources
- Independent learning tasks will be set following each live lesson. Ideally these should be completed in the next timetabled lesson for that subject. In some practical subjects, such as Art, longer-term projects will be set.
- A variety of online learning platforms are used to set independent learning tasks, but are also a rich source of information for pupils – see section 3.
- In the Sixth Form, students should have textbooks for each subject they study, and at KS3 and KS4, students will be provided with links to online textbooks.

4. 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?

As a school, we are aiming to provide a structured teaching and learning programme following the school's existing timetable. Pupils are expected to:

- Attend all scheduled live lessons – invitations will be sent via Microsoft Teams
- Attempt all independent learning tasks, ideally in the scheduled lesson; submitting completed work via SMHW
- Attempt all weekly assessed assignments, submitting completed work via SMHW

Parents can support their child by ensuring that they have:

- a quiet space to work, if possible
- all the necessary stationery and equipment (such as a calculator)
- access to appropriate internet-connected technology. See page 3 for details of how the school can support with this
- an established routine that matches the school timetable

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

Teachers will record attendance at live lessons daily on SIMS, using the following codes:

- 1 for non-attendance – or complete non-engagement with the lesson
- 2 for attendance to lesson with engagement evident
- 3 for good contributions to the online lesson.
- Class teachers can also record 8/9 for poor behaviour as outlined on the school's behaviour for learning policy

Submission of the weekly assessed assignments will be monitored on a weekly basis.

Poor attendance or submission rates will be followed up by Progress Leads and Student Managers by phone calls to parents.

In addition, teachers will do regular spot-checks on the completion of independent learning tasks, and contact pupils via SMHW or parents by phone if there are any concerns about engagement or progress in a particular subject.

Form tutors will conduct a cycle of welfare calls to their tutees, focusing on engagement with live lessons, completion of independent work, and pastoral support.

Pupils who continue to struggle to attend live lessons and complete independent learning tasks will be invited to join the in-school provision (see page 3).

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 pupils. Our approaches to feedback to pupils include:

- whole-class and individual verbal feedback during live lessons
- quizzes / short tests marked automatically via digital platforms – see page 2.
- written feedback (at a frequency outlined in our Feedback and Assessment Policy) on the weekly assessed assignments submitted by students, usually via SMHW.
- current and projected grades in the termly Student Profiles, along with phone calls to parents about students' overall progress and attitude to learning.

5. 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 by:

- Providing additional support and live intervention lessons for small groups of pupils with specific SEND
- Providing coaching sessions for parents to develop their capacity to provide the necessary support for their child during remote learning
- Inviting pupils who are struggling to access remote learning due to their SEND to join our in-school face-to-face provision – see page 3.

6. 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 school will provide daily work (for up to 8 school days) set via the Show My Homework (SMHW) platform / app for students to complete independently. This may also include:

- work set via other online learning platforms – see page 2 for further details
- work set from workbooks or textbooks provided by the school
- the opportunity to remotely join a lesson taking place in school, if the technology allows in the future.