

Remote education provision: information for parents

TQEA is committed to providing uninterrupted curriculum provision for all students whether learning takes place in the academy, remotely or a combination of the two.

With new legislation coming into force across the country from 23rd October 2020, we have updated and refined our approach to blended learning.

From 23rd October 2020 academies must provide educational provision for students at home (COVID related) which is commensurate to the curriculum provided in school.

- Provision should be immediate.
- It should be organised in a sequenced way which mirrors the classroom curriculum for that day.
- The school must have regular contact with absent children.
- Teachers must assess work and ensure feedback is made available in a timely manner.

In line with DfE guidance, when delivering blended learning, TQEA staff will:

- Ensure that students have meaningful and ambitious work each day in a number of different subjects in line with their timetable.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the academy or through high-quality curriculum resources and/or videos.
- Gauge how well students are progressing through the curriculum, using questions and other suitable tasks
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding.
- Plan a programme that is of equivalent length to the core teaching students would receive in the academy, ideally including regular contact with staff.

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Possible scenarios where remote learning might need to be used:

Scenario A – The school is directed by Public Health England (or other government body) to close a bubble, for a whole year group or for all students (e.g. a national lockdown):

- Students are expected to continue to engage with the full range of learning as long as they are well enough to do so.
- Tutors will register their forms via Teams at 8.45am each day.
- Lessons to be taught as live lessons through Teams at the normal times.
- Students submit evidence of learning via Teams, Hegerty Maths, Tassomai, Seneca or an alternative platform as directed by the teacher.
- Laptops to be loaned out to families where there are issues relating to digital poverty. These will be recalled when the bubbles return.

Scenario B – The school is open but directed to close for part of a year group

- Laptops are used to record the lesson (or parts of) that are delivered to the rest of the class attending school. These can then be shared with students isolating.
- The camera will be focused solely on the teacher/board. No students will be recorded.
- If lessons are 100% 'screen based', TEAMS screen share may be used as an alternative way to record the session.
- As an alternative, staff may choose to pre-record lessons or commentaries and these should be comparable with lessons delivered to the rest of the class.
- Teachers will aim to put the video/resources for the lesson into the class folder in Teams by 4pm that day.
- There is an expectation that students complete work set and submit it via TEAMS. Teachers will acknowledge receipt of the work and provide feedback where appropriate.

Scenario C – The school is open as normal but an individual student is off school for any reason

- The attendance team will direct parents to the TQEA Absence Learning Overviews that list the learning for the week and provides links to necessary resources. This learning matched the topics covering our schemes of learning.
- If Absence Learning Overview Sheets are unavailable. Alternative work will be arranged.
- Parents will also be reminded that additional, independent learning can be accessed at any time via the online Hegarty Maths, Tassomai and Seneca platforms.

Scenario D – A teacher is absent due to isolation but well enough to work.

- Teachers will record lessons at home in advance for playing to the class or deliver lessons live from home.
- If this is not possible, the member of staff will provide high quality resources or cover work for all classes to ensure that students continue to make good progress and to support colleagues.

The remote curriculum: what is taught to pupils at home and will my child be taught broadly the same curriculum as they would if they were in school?

We aim to provide uninterrupted curriculum provision for all students whether learning takes place in the academy, remotely or a combination of the two. In scenarios A and B pupils are taught the entire curriculum in the same sequenced way, albeit with adaptations in some practical subjects (e.g. Engineering, Catering and PE). In scenario C, 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.

In line with DfE guidance, when delivering remote learning, TQEA staff will:

- Ensure that students have meaningful and ambitious work each day in a number of different subjects.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the academy or through high-quality curriculum resources and/or videos.
- Gauge how well students are progressing through the curriculum, using questions and other suitable tasks.

- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding.
- Plan a programme that is of equivalent length to the core teaching students would receive in the academy, ideally including regular contact with staff.

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 approximately 5 hours each day:

Accessing remote education

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

Remote learning will be accessed primarily through the Microsoft TEAMS platform and, in the case of short-term, individual absence, our Absence Learning Overviews.

We also remind parents that additional, independent learning can be accessed at anytime via the online Hegarty Maths, Tassomai and Seneca platforms where appropriate.

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:

- Provide a suitable device for loan (subject to availability) with an agreement in place between parents/carers and school to be returned when the bubble is back in school
- Support parents to access increased free data via mobile phones via the Department for Education scheme <https://www.academytransformationtrust.co.uk/increase-mobile-data-allowances/>
- Provide internet access support via stand-alone devices (subject to availability) with an agreement in place between parents/carers and school to be returned when the bubble is back in school

Remote Learning, Blended Learning and BTEC courses

Blended learning is different to remote learning and may be a component of BTEC courses. Blended Learning is defined by Pearson as follows:

Blended learning is a formal approach to education that creates an integrated learning environment where face-to-face and online teaching and learning become complementary, with the purpose of giving learners a more diverse and engaging learning experience.

Our aims:

1. To ensure that blended learning delivery (when possible) meets the guidelines set by the awarding organisation.
2. To ensure that assessment methodology (when possible) is valid, reliable and does not disadvantage any group or individual learners when

In order to do this the centre will:

- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when/if learners are working remotely.
- Ensure there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner.
- Ensure the setting of assignments is undertaken in the face-to-face sessions (when possible in light of the bubbles) and that deadlines are clear.
- Ensure that if/when learners submit work, measures are taken to ensure the work is authentic and has been completed by the learner.
- Maintain and store securely all assessment and internal verification records in accordance with the Pearson Centre Agreement.

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 students to attend and engage with each timetabled lesson and period of tutor time. Students should complete all work set and submit it as requested by staff.

We ask that our parents and carers continue to support their student's learning by, for example, setting routines to support your child's education, checking attendance and monitoring the effort put into completing work set.

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

All students will be expected and encouraged to engage with their learning. They will be supported and challenged to do so (e.g. sensitive use of questioning, requirements to provide evidence of learning and live checks on students' digital notebooks). Teachers may also use breakout rooms to have 1-1 conversations to support learning or address engagement levels.

Attendance will be taken for each lesson and telephone calls to home will be made for any concerns of absence.

The behaviour and reward systems embedded in Class Charts will remain in place during lessons and staff will continue to use these. Where there are concerns regarding engagement, parents will be contacted.

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:

- All lessons will have an element of assessment to ensure responsive teaching and effective learning.
- All lessons will use a variety of questioning strategies. This will include direct questioning and may include whole class questioning, use of the 'hand-up' feature or polls in the chat function.
- Students will submit work via TEAMS and staff are able to view, assess and, where appropriate, provide feedback
- Feedback may be in the form of:
 - Verbal feedback in lessons
 - Peer feedback/support
 - Audio notes
 - Whole class feedback sheets
 - Individual quick feedback via Microsoft Assignments
 - Annotations on Class Notebook.
 - Instant feedback from software such as Microsoft Forms, Hegerty Maths or Tassomai.

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:

For our students with key workers we will continue their support through their key worker who will contact home and assesses the exact need with the child along with the parent and will continue any planned one to one support sessions remotely. Key workers can also access your child's remote lessons either to support in real time, or in a reflective session afterwards.

Key workers will also signpost relevant seminars and resources that will upskill parents enabling them to aid their own child at home.

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.

As outlined in Scenario C above:

- The attendance team will direct parents to the TQEA Absence Learning Overviews that list the learning for the week and provides links to necessary resources. This learning matched the topics covering our schemes of learning.
- If Absence Learning Overview Sheets are unavailable. Alternative work will be arranged.
- Parents will also be reminded that additional, independent learning can be accessed at any time via the online Hegarty Maths, Tassomai and Seneca platforms.