



Remote education provision: Information for parents

The information contained within the document is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education from The Elizabethan Academy if local restrictions require entire cohorts (or bubbles) 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 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?

- On the first day of remote learning your child will receive invites via email from their teachers to lessons that are scheduled to follow their normal school timetable. Your child should click on the RSVP button and answer 'YES'. This will then drop the scheduled lesson into their calendar. At the appropriate time they should join the live lesson in Microsoft Teams. If your child is unable to join the lesson (i.e. technical issue or illness) then the presentations and lesson materials are uploaded by the teacher into the class materials folder and a recording of the lesson is posted in the chat.
- If your child does not have access to the internet you should contact the school immediately to make us aware and we will do our very best to provide you with the correct resources to enable your child to access remote learning.

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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. This means that your child should access lessons at the same time as they would do if they were in school following their normal subject timetable via Microsoft Teams meetings.
- We do have to adapt some of our subject content as specialist equipment or resources are not available to use at home. For example, in Core PE lesson we have physical activities that students can engage with at their leisure and enrichment lessons are an opportunity for self-study, reading or catching up with other work.
- On the rare occasion that the lesson is not live, teachers will place materials in the Teams class folder for students to work on independently.

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:

Secondary school-aged pupils not working towards formal qualifications this year	4-5 hours per day
Secondary school-aged pupils working towards formal qualifications this year	5 hours per day

- The 5 hours guidance* (as directed by the Government) will not just mean your child sat at a computer, teachers are increasingly becoming more creative by introducing quizzes, questionnaires and opportunities to research specific topic area, creating smaller breakout groups so that students can work collaboratively before feeding back to the main group.

* It is important to note that the 5 hours guidance does not mean direct, live teaching for 5 hours but may contain a mixture of live and independently set tasks.

Accessing remote education

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

- At The Elizabethan Academy we use Microsoft Teams to deliver all of our remote learning provision. Teachers conduct 'live' lessons for the majority of the time through Teams and invite students into the lesson when scheduling their lesson each week.
- Teams can be accessed through the child's usual school login process via RUnify and then by clicking on the Teams tile. If you have difficulty accessing Teams you should email helpdesk@elizabethan.notts.sch.uk for further advice and support.

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 Senior Leader in charge of Pastoral Support will coordinate the Heads of House to make contact on the first day of a prolonged period of school closure to identify those families who need support in accessing online lessons.
- The school will deploy all of their available resources and provide as many laptops/devices/dongles/bluetooth keyboards to those families/children in order to support your child in getting online.
- Parents who need further support, due to unforeseen changes in circumstances should contact the school in the first instance and speak with their child's Head of House.
- If devices/internet dongles cannot be offered by the school, we will provide your child with packs of work that will be delivered and collected at appropriate times in the week throughout the closure (where movement is allowed).
- Where the school cannot provide a way for your child to access online lessons from home, they *may* be invited to attend school and use the technology on site at The Elizabethan.

How will my child be taught remotely?

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

- As stated previously we aim to deliver all of our lessons 'live' wherever possible. Below are some of the approaches teachers may adopt when teaching your child.
- Examples of remote teaching approaches:
 - live teaching (online lessons)
 - recorded teaching (video/audio recordings made by teachers)
 - printed paper packs produced by teachers (e.g. workbooks, worksheets, revision guides)
 - electronic textbooks and reading books pupils have at home
 - through subject specific websites supporting the teaching of specific topic areas.
 - longer-term project work and/or internet research activities.
- There may be occasions where your child does not have a 'live' lesson due to unforeseen circumstances*. In these instances, we will aim to provide work on Teams for them to complete.

* It is important to remember that staff work from home during major school closures and will be possibly managing their own households alongside their own teaching commitments.

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?

Student expectations

- We register your child into our 'live' lessons each day. They are expected to take an active part in the lesson either through speaking or in the lesson chat. Teachers will give clear instruction on the lesson content and it is important that your child makes good quality notes during the lesson and ask their teachers when they are unsure.
- It is important to behave well during 'live' lessons and we have asked all students to ensure they have read and understood the online user agreement that outlines exactly how to conduct themselves.
- Regular, weekly student briefings will be emailed out to your child to ensure they maintain a sense of community.

Parent support

- Where possible we would like parents to help set good routines for the day by making sure that your child is up, dressed and ready to start working from the beginning of the school day.
- Parents should support the school by checking-in each day with your child as to which lessons they have and when and support them by contacting school if there is a query. Contact can be made through your child's Head of House in the first instance.
- Parent Bulletins are issued on a frequent basis to ensure parents are communicated with so expectations and information can be shared.

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

- Teachers take a register at the start of each lesson, we can see whether your child is accessing the 'live' lessons or the remote materials teachers have posted.
- As we use Microsoft Teams we use an app within this software called 'Insight' which allows teachers to track your child's basic online activity (i.e. when an assignment is downloaded, how long they are online, whether they have submitted work or in fact even opened a document and looked at the materials provided by the teacher).
- Where we feel there is a lack of engagement by your child, teachers will flag this up with either the Tutor, Faculty Leader or the Head of House who will then monitor engagement and make contact with home if it becomes an issue.

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:

- Teachers will set work in a range of different ways and this may differ from class to class based on what may work best.
 - Teachers may ask your child to complete an assignment, set on Teams and submit the work back through Teams for checking/marking.
 - Teachers may ask your child to provide photographic evidence either emailed or submitted through Teams to show a task has been worked on.
- Teachers will provide feedback to students on a regular basis, we refer to this as 'low stakes assessing'. This may be completed through targeted questioning in class, tasks set and answers shared through chat or through submitted pieces of work. It is vital therefore that your child contributes to the lesson so as to give the teacher more information about their progress on a particular topic.
- Teachers also access a wealth of online programmes, and each faculty area will have different ways of using these to inform decisions when reporting back to parents. All faculties link these programmes directly to the curriculum and mark and grade your child's work accordingly. If you need any information on which assessment techniques are used in each faculty area please contact Mr Mason at mason@elizabethan.notts.sch.
- To make sure that the data that is being collected is accurate, each faculty moderates their own assessment materials in exactly the same way as Examination Boards do. This adds an extra layer of Quality Assurance, making sure that all data that is collected is robust and that it is effective in determining both your child's 'Projected' and 'Working at' grades. Please be assured that we are doing all that we can to mirror the learning experience of the classroom and that assessment techniques are being used effectively to track progress and to keep you updated on how well your child is doing.

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 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:

- If your child is in the nurture group setting, they will be taught by their usual class teachers on Teams, with a range of strategies and activities used within the lesson to support learning and engagement. The use of movement breaks, brain gym and regularly chunked activities will help to keep them alert and active.
- Learning support staff are joining a range of online lessons to check if any help is required from children with additional needs. If teachers think that support is needed for a particular topic/lesson then they will request that a member of Learning Support specifically goes into the lesson that day.
- Learning Support staff will also be providing pre- and post-learning for lessons where necessary and will contact parents and children when this is happening.
- Teachers will ensure that work is differentiated accordingly to meet the needs of the individual and groups of children, as would happen in normal lessons.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

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.

- Where individual children are self-isolating, we will endeavour to include them in the lesson through a 'live' lesson invite via Teams. We have purchased visualisers for each classroom in school to enable the teachers to project the lesson content 'live'. The live lessons are also recorded so that students working from home can play them back (if they were unable to join the lesson) in order to keep up with their peers.
- Where it is not practical or possible to stream the lesson live (i.e. teacher absence or illness) we will continue to set tasks and assignments on Teams and this can be accessed through the students own Teams portal.

