KING EDWARD VI ASTON SCHOOL

In pursuit of educational excellence for all

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils 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 pupils are self-isolating, please see section 6 of this document.

Contents

1   The remote curriculum: what is taught to pupils at home

Where student bubbles are required to learn remotely, we aim to follow the regular school timetable and students will follow the same curriculum as they would have in school.

1.1   What should my child expect from immediate remote education in the first day or two of pupils being sent home?

While there may be some disruption if students are required to isolate part way through a school day, we aim for students to follow their regular timetable of lessons from the start of their first full day of isolation. Lessons will be delivered through the Microsoft Teams platform (see section 3) and should log onto the system using a suitable device. If a student does not have access to a suitable device to access Teams this should be reported to the school as soon as possible (see section 3.2).

1.2   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?

Yes. When student bubbles are required to learn remotely, we aim to follow the regular school timetable and curriculum. Students should be online to register with their form tutor at 08:45 and period 1 begins at 09:00. While there may be some adaptation of the resources used and order in which the curriculum is taught, students will be following the same curriculum from home as they would have been learning in school.

Certain activities in some subjects (e.g. practical work in science) may not be possible to complete at home and in situations like this students may be ask to approach tasks by considering more theoretical aspects of concept or may approach the work using video resources.

2 Remote teaching and study time each day

2.1 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:

Years 7/8	Students should join lessons as per their regular school timetable. Work set should usually be able to be completed within the regular school day and homework will only be set if deemed necessary by the class teacher. One lesson per fortnight per subject (whereby there are 3 or more timetabled lessons a fortnight) is allocated as independent study for students to consolidate their learning.
Years 9/10	Students should join lessons as per their regular school timetable. Work set should generally be able to be completed within the regular school day, though there may be small amounts of work from lessons completed outside of regular school hours. Homework will only be set if deemed necessary by the class teacher. One lesson per fortnight per subject (whereby there are 3 or more timetabled lessons a fortnight) is allocated as independent study for students to consolidate their learning.
Years 11/12/13	Students should join lessons as per their regular school timetable and work will also be set to be completed outside of lessons. Students should aim to complete this work in the times that would be allocated as study periods when they are in school, though some time may also need to be spent completing work outside of the hours of the regular school day.

3   Accessing remote education

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

All remote learning will be accessed through the Microsoft Teams platform, though may also need access to other apps/software from the Microsoft365 suite such as Word, PowerPoint and OneNote. All students have access to the Microsoft365 suite using their school logon and can download any required software on up to five electronic devices free of charge. Where other resources are used (e.g. Dr Frost Maths) links will be provided through Teams.

3.2   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. If you are concerned your child does not have a suitable device to access their remote learning provision, or is unable to access the internet to log onto the Teams platform, please contact l.leah@keaston.bham.sch.uk and we will look to offer the loan of a school computer/discuss options to provide internet access/discuss the possibility of using some of your pupil premium funding if applicable.

3.3   How will my child be taught remotely?

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

- All electronic resources will be made available through Teams or OneNote, most often on Teams in the Class Materials folder for each subject. Students should ensure they know where to access these resources for each of their subjects and message their class teacher if they are unsure.
- Live lessons are conducted through Teams and take place in line with the regular school timetable. If a student cannot join a lesson live, a recording of every lesson is made available in the class Team shortly after the session has concluded.
- Narrated PowerPoints may be used to explain concepts and describe tasks. Students can play and pause these to allow them to work at their own pace, as well as repeat parts of lessons where needed.
- Students may be asked to complete work on paper or complete work electronically. Completed work may then be self-assessed or submitted for teacher assessement through Teams or OneNote.
- Some subjects will make use of third party websites such as Dr Frost Maths and Kerboodle. If a student is unsure how to access a site that is needed for their work they should message their teacher for support.
- Some subjects may ask students to complete practical tasks, for which all necessary guidace and support will be given through Teams.

4 Engagement and feedback

4.1 What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

It is expected that students make every effort to join both registration time and lessons as per their regular timetable. Morning registration begins at 08:45, with the first lesson starting at 09:00 and the last lesson finishing by 15:35. Students should ensure they take time for breaks during the day as per their timetable and it recommended that they also have a longer break away from their computer during lunchtime.

Please do support your child in being ready to start their school day on time and, wherever possible, provide an environment with space to work that is as free from distractions as possible. Encourage time away from the computer during breaks between lessons.

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

Student attendance of lessons, as well as submission of work are both monitored on a class by class and on a school-wide level. If concerns arise with student engagement the school may contact both students and parents. Depending on the nature of a concern this contact may come through a class teacher, a member of the pastoral team or a member of support staff. Achievement and behaviour points are still being used, giving another method of monitoring student engagement with their work.

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

Feedback will differ between subjects depending on both the nature of material being studied, as well as the frequency of lessons. Students should expect to submit work for assessment through the Teams platform and also through OneNote. This might be work that is completed directly on the computer or a photographic scan of handwritten work on paper/in an exercise book. Teachers will offer feedback through Teams and OneNote, for example this may involve typed0 feedback, electronic annotations added to student work or verbal feedback that has been recorded. Teachers may also offer class-wide feedback during lessons depending on the nature of the task completed.

It is likely that students will also complete work in certain subjects using other media/websites and details of these will be provided by subject teachers.

5 Additional support for pupils with particular needs

5.1 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:

- Each year group has an allocated teaching assistant. TA's make contact via teams, chat, email or telephone every day or at least every other day and if no contact made a phone call is made to parents.
- TA's monitor registers daily for attendance.
- TA's are in contact with teachers to check work being submitted.
- Should any meetings be needed these are being conducted via Teams or via phonecalls.
- Our EHCP parents are contacted weekly by the deputy SENCO.

6 Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote learning expectations are different to those described in section 1.

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

Where a student is self-isolating and learning from home it is expected they will still follow lessons as per their usual timetable. Resources for all lessons each day will be available through Teams or OneNote. Depending on the nature of the lesson teachers may be able to post a message to self-isolating students in Teams to help guide them through the work, or possibly also join an audio feed of the lesson. Students are encouraged to message their teachers with any questions they may have, though responses may not be possible in the same timeframe as if a whole bubble is isolating.

Self-isolating students can still submit work with the rest of their class through Teams and OneNote and should make every effort to do so.