

King Edward VI Aston School

Remote Education Provision: Information for Parents/Carers 2026

Rationale

This document is intended to provide clarity and transparency to pupils and parents/carers about what to expect in terms of remote education provision if national or local restrictions require entire cohorts or subgroups of cohorts (bubbles) to remain at home rather than being in the school building. It should be read alongside the school's Remote Education Policy, which is available on the school website and sets out the overarching principles and expectations for remote education.

Remote education will be provided for students who are unable to attend school in line with government guidance or school decision-making. Where absence is due to illness or other circumstances not requiring remote provision, work may be provided at the school's discretion.

When students are forced to work from home, contact with teachers is important for them to continue feeling a part of the school community and of what is going on in classrooms.

Please note, the structure of remote education may vary depending on the nature and duration of absence (for example, whole-cohort closure compared to individual self-isolation) but will remain consistent with the principles set out in the school's Remote Education Policy.

The remote curriculum: What is taught to pupils at home?

When students are working from home because school cannot open as normal, we aim to deliver a broad and ambitious curriculum in each subject area, as close as possible to the in-school offering. In some cases, minor adaptations may be made to ensure that learning remains accessible and proportionate to the circumstances.

Remote education will be made available in line with the school's Remote Education Policy:

- For whole-school or cohort closures, provision will begin from the second day of closure.

- For individual absences where remote education is appropriate, provision will be available within one working day of notification.

In some cases of short-notice absence, a brief delay in accessing the full timetable may occur. Once remote provision is fully in place, students should follow their normal timetable.

Remote Teaching and Study Time

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 broadly following number of hours each day:

KS3 (Years 7, 8 and 9)	<p>4-5 hours a day. Allocated work should be completed within the timetabled hour. Students should try and follow the timing of a normal school day, with their first lesson beginning at 9:05am. When students are invited to form time or assemblies these will begin at 8:40am.</p>
KS4 (Years 10 and 11)	<p>4-5 hours a day. Allocated work should be completed within the timetabled hour. Some open-ended revision work may be set to help students consolidate their learning and prepare for external exams. Students should try and follow the timing of a normal school day, with their first lesson beginning at 9:05am. When students are invited to form time or assemblies these will begin at 8:40am.</p>
KS5 (Years 12 and 13)	<p>5 + hours a day. Allocated work should be completed within the timetabled hour. Some open-ended revision work maybe set in order to help students consolidate their learning and prepare for external exams. In addition, independent research or longer written work may be set to allow for further assessment of student progress. A-level students will also be expected to work independently in the same way as if they were in school to review learning, summarise notes, revise for tests and pursue a super curriculum, such as EPQ. Students should try and follow the timing of a normal school day, with their first lesson beginning at 9:05am.</p>

	When students are invited to form time or assemblies these will begin at 8:40am.
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For each student, homework may be set at the discretion of the teacher in the usual way (as a Microsoft Teams assignment).

Accessing Remote Education

How will my child access online remote provision?

All remote education will take place via Microsoft Teams. At times, a subject may use additional platforms such as Dr Frost Maths or Educake to supplement the learning. Students are aware of their login details for each platform. However, if there are any issues, students/parents/carers must contact King Edward VI Aston School immediately and speak to the relevant Head of Year or Subject Leader.

What does a lesson on Microsoft Teams look like?

All students have access to Microsoft Teams via their school email address. Pupils are in separate teams for each of their subjects along with their classmates and their teacher. There is also a team for their form group.

Remote lessons may be delivered through a combination of live teaching, recorded materials, and independent work set via Microsoft Teams. Where appropriate, students will attend live lessons in line with their timetable. In some circumstances, particularly for short-term absence or individual self-isolation, learning may be provided through high-quality recorded or independent tasks rather than live teaching.

When a live lesson is taking place, students simply click the 'Meet Now' link at the top of the class page. During a lesson, the teacher will explain content, set tasks like an in-person lessons and may use the chat function to support learning.

What if my child cannot attend a live lesson?

If a student is unable to attend a live lesson then this should be reported to the school in the same way as an absence. The lesson materials and, where possible, a recording of the lesson will be available on the classroom. It is obviously more valuable to be in the live lesson and we would ask students to try and attend where possible.

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

We recognise that some students may not have suitable online access at home. We take the following approaches to support those students to access the remote provision:

- We will endeavour to equip students with an appropriate device to access the required learning platforms.
- Dongles and other means of connecting to online learning can also be supplied where necessary.

Please note, in the event of demand exceeding supply, Pupil Premium/Free School Meal pupils as well as those in exam year groups will be prioritised.

Parents/carers can contact the school to request ICT support. In addition, if circumstances change during a period of remote education, then please contact your child's Head of Year in the first instance.

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 ask that parents ensure that they:

- Support their child's engagement with remote education and help establish a suitable routine.
- Ensure that basic equipment is available for remote learning (paper, pencil, pen etc.)
- Check their child's progress regularly through looking at their assignments and checking that they are completed in a timely manner.
- Communicate with the school and seek support where needed.
- Inform the school via normal means if their child is unable to participate due to illness or other circumstances.

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

- A register is taken at the start of each lesson. If a student is absent from a lesson without prior warning, contact is made with the parent/carers.
- Engagement is also monitored through the completion of assignments. Where assignments are not attempted, the subject teacher will inform the parents. Some assignments are marked and feedback is returned to students.
- During live lessons, teachers will question students as they would during an in-person lesson. If a student does not respond, then contact is made with the parent/carers.
- When student learning is a concern across subjects, the Head of Year will contact the parent/carer to discuss.
- The Senior Leadership Team, alongside Heads of Year, will support students and families struggling to engage with remote education.

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

Feedback can take a variety of forms and may not always mean extensive written comments for individual students. For example, whole-class feedback and quizzes marked automatically by Microsoft Forms or Teams can also be effective feedback methods, amongst many others. Our approach to feeding back to student work is as follows:

- Using assignments on Microsoft Teams – these have clear deadlines that students are expected to meet. Feedback is returned to students.
- Sharing mark schemes for examined groups, showing exemplar work, modelling methods through Microsoft Teams.
- Using Microsoft Forms quizzes. These create opportunities for live in-lesson feedback to be given to students to help tackle any misconceptions early.

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, those with special educational needs and disabilities (SEND), may struggle to access remote education provision without the direct support of an adult at home. We acknowledge that this can lead to increased tension at home and therefore, we will work with parents and carers to support these students in the following ways:

- Some students with SEND, including those with EHCP's have been identified as vulnerable and are able to attend school, when possible, for face to face learning.
- All other students with SEND are required to attend remote lessons. If they fail to attend, a follow-up phone call is made by pastoral staff to check on their safety and engagement.
- A member of the Learning Support Team will call home if members of staff flag an issue with a student on the SEND Register.
- All students with SEND can contact the SENDCo, Mrs V Davies, if they need any support. She is available via email (v.davies@ast.kevibham.org).
- All parents with students with EHCP's will receive a phone call from the SENDCo each week to monitor engagement and required support.
- Students on the SEND Register who may find this period difficult have been identified by the Learning Team and will receive regular phone calls to ensure students are safe and able to make progress.
- SEND profiles will continue to be updated, with parental and student consultation, via email.

Remote education for self-isolating students

When individual students need to self-isolate but the majority of their peers remain in school, the way in which remote education will be provided will differ from the approach for whole groups. This is due to the challenges of teaching a hybrid lesson (one where there is a mixture of in-person and virtual attendees).

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

- If a student is self-isolating alongside the rest of their bubble, then the processes described above will apply.

- If a student is self-isolating whilst the rest of their bubble is in school, then we will ensure they receive their education in the following ways:
 - Setting tasks via Microsoft Teams which will be similar to those who are in school.
 - The subject teacher will ensure that the student understands the work via one of several methods: feedback on assignments, a phone call home, sharing video links to support their learning.
 - Some teachers may choose to offer a hybrid lesson if it is feasible for them to do so.