



Consilium
Academies

Remote Provision: Information for Parents and Carers

The Consilium Mission

'Consilium Academies provides an inclusive partnership within its Trust and communities, where lives are enriched by providing care, experience, and opportunity, and every student benefits from the same opportunities to succeed'

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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 the final section of this page.

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 initial days of remote education, students will be provided with learning resources to support them in following their usual timetable. Where live lessons are not immediately available, resources will be via the school's online platform, Class Charts

During this time, students will be expected to engage with all online learning available and if they are unable to do so, they will receive a welfare call from a member of staff at the school.

If pupils are having difficulty accessing online provision, they can contact school via the IT help email address - help@heworthgrange.org.uk

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?

While students are being educated remotely, they will be taught the same curriculum as they would be if they were in school, wherever possible and appropriate. However, certain subjects will need to be adapted to suit remote provision, for example music, PE, and drama lessons may consist of more demonstrations/videos and less practical activities.

New content will continue to be delivered to students as per the curriculum plan, however the sequencing of this may be adapted slightly in certain areas to support remote learning; for example, in science, practical activities may be postponed until students return to school, or teachers may deliver the activities in the form of a demonstration.

Students will continue to be assessed during their time studying remotely, however this may take a different form than if the students were at school. Students may be assessed via online quizzes, assignments, or questioning during live teaching.

Students are entitled to feedback on their work and this will be provided at least weekly – this may be digitally facilitated or whole class feedback.

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 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	Students will complete work for an amount of time that is equivalent to the time they would spend on their core learning at school. This will equate to a minimum of 4 hours learning time per day, which may include a mix of assignments, video lessons, and live teaching.
Secondary school-aged pupils working towards formal qualifications this year	Students who are working towards formal qualifications will complete work which is in line with the time they would spend on core learning at school. This time commitment will be more than for other students, due to revision requirements and further assignments.

Accessing remote education

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

For live lessons, pupils will access live lessons via Microsoft Teams, and students have been briefed on how to use these platforms.

In addition to live lessons, students have access to additional resources, assignments and lesson instructions on other platforms such as

- Educake

- GCSEPod
- Hegarty Maths
- Duolingo
- Symphony Maths
- Accelerated Reader

If students need support to access any of the above platforms, please contact help@heworthgrange.org.uk

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:

- Pupils have been surveyed and those without access to a laptop or tablet have been provided with access to a device;
- If there is still an issue with access, parents can contact the school at any point;
- We recognise some pupils may need to access online learning via a small screen e.g. a mobile phone or tablet, in this case students may complete assignments on paper and upload photos to the platform;
- If a pupil does not have access to the internet at home, please contact school, where an internet dongle may be provided;
- If pupils need resources for remote learning to be printed and sent home, this can be arranged through contacting enquiries@heworthgrange.org.uk or 0191 4212244;
- Where work is done on paper, this can be returned to school when they return.

How will my child be taught remotely?

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

- Live teaching;
- Saved resources available to access on Class Charts;
- Printed paper packs provided by teachers;

- Online platforms {GCSEpod, Duolingo, Educake, Hegarty Maths, Oak National Academy etc.};
- Long-term projects or assignments.

When teaching pupils remotely, we are committed to:

- Providing a rich curriculum in-line with the school's curriculum vision;
- Providing support and guidance to pupils who need help with their learning;
- Setting and teaching well-planned and engaging lessons;
- Assessing the extent to which pupils understand the work that they are completing remotely.

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?

It is expected that students will engage with remote learning in the same way they would engage with learning in school.

Students are expected to engage, as much as possible, in-line with their usual timetable. Parents can support this by ensuring you have access to your child's timetable, if you need support with this please contact help@heworthgrange.org.uk

Other ways parents and carers can support their children's engagement include;

- Establishing routines for remote learning e.g. no mobile phone during school hours, designated lunch times etc.
- Where possible, allowing students to find a quiet space to complete their remote learning.

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

The school has systems in place to monitor student engagement, and if this is considered a concern, parents/carers will be informed immediately.

Engagement with live teaching will be monitored on a lesson by lesson basis and overall engagement will be monitored weekly.

If pupil engagement becomes a concern, parents may be contacted by Heads of Year, Advisors and class teachers via a phone call, text message or Class Charts announcement

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, among many others. Our approach to feeding back on pupil work is as follows:

- Immediate feedback through questioning and quizzing during live lessons;
- Online quizzes or assessments from which pupils may receive immediate feedback;
- Providing individual or whole class feedback on assignments submitted electronically.

Students will receive some form of feedback on their work and engagement at least weekly.

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 some pupils, for example those 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 will work with parents and carers to support those pupils in the following ways:

- Clear tracking of engagement of SEND pupils and immediate phone calls to parents where engagement is a concern;
- Further tracking of SEND pupils' engagement and quality of work by the SEND department to ensure SEND pupils are not disadvantaged by remote provision;
- Welfare calls from a member of the SEND team where appropriate;
- Where possible, students who receive additional in-class support will continue to do so while learning remotely.

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?

Where individual pupils are self-isolating, there may not be the same capacity for live lessons as when the whole cohort is learning remotely. If this is the case, work will be set using the online platforms discussed earlier in this document.

When a student returns from self-isolation it is expected that they bring the work they have completed to their teachers.

In some cases, self-isolating students will be able to join their class via Microsoft Teams, where this is the case students will be informed in advance of the lesson.

The expectations for students who are self-isolating are the same as if they were in school, or if the whole cohort was learning remotely, as detailed earlier in this document.

If you require any further information regarding any guidance detailed in this document, please do not hesitate to contact {insert contact details}.