

Information on Remote Education

I. The remote curriculum

A student's first day or two of being home educated might look different from our standard approach as we take all the necessary actions to deliver the curriculum remotely.

(a) What should my child expect from immediate remote education on the first day or two of students being sent home?

Where small groups are sent home, teachers will be made aware of who these students are, and how long we expect them to be absent, by the Attendance Administrator and through the SIMS registers. Our current practice is that all homework is being set via Google Classroom as assignments. Teachers will also ensure that, for classes with individual students at home, they also post all lesson resources on Google Classroom and that these are as accessible as is reasonably possible, taking into account workload considerations, for self study. Teachers will also signpost relevant video lessons from [Oak National Academy](#).

(b) 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?

Work set will be part of the school's coherently planned and sequenced curriculum.

This will be adapted where necessary e.g. in PE where students will have to do different activities although these will still focus on maintaining and developing subject-appropriate skills.

2 Remote teaching and study time each day

(a) How long can I expect work set by the school to take my child each day?

The minimum expectation is that five hours work will be set each day for all students.

Work will be set according to the timetable; work set will be scheduled so it becomes available to students at the start time of the lesson.

When students are at home for a period of self-isolation, work will be set for the full hour and homework will also be set in accordance with the homework timetable.

When students are home due to a period of school closure, work will be set so it can be completed within the hour, and in general homework will not be set - this because we recognise that it is harder to sustain motivation over longer periods of remote education.

3. Accessing remote education

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

All work will be set on Google Classroom; we have ensured that all students have access to a personal device with a screen size of at least 7”.

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

We have ensured that all students have access to a device with a minimum screen size of 7”.

We are also able to provide dongles and SIM cards so students have the data they need to access resources and upload work. More recently, we have applied to the DfE to be part of their scheme for increasing data allowances for disadvantaged children.

Please do not hesitate to contact the house base if you need support with providing your child with the resources they need to access the online learning packs.

(c) How will my child be taught remotely?

Clear explanations of new content will be delivered through high-quality curriculum resources, videos or live lessons. At least two thirds of lessons will contain a live or recorded element with every class having some live delivery in every subject.

4. Engagement and feedback

(a) What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?

We would like all students to engage with all their lessons because this will support their achievement and this success is important for good mental health.

Our online materials have been planned to be accessed by students without additional support; we do not expect parents to act as teachers.

Encouraging your child to take specific actions to support learning and engage in their lessons will help more than your direct involvement in what they have to do.

For example:

- Encourage your child to stick to a routine based on the school day;
- Help them create a place to work, free from as many distractions as possible;
- Encourage them to read/listen to instructions from their teachers carefully so they are clear about what to do, how to do it and how to submit;
- Help them learn and remember more by:
 - offering to quiz them on what they have been doing/have done previously
 - asking them to summarise what they have been doing/learned during the day

They are familiar with techniques like this and they really do make a difference;

- Remind them to email their teachers if they are stuck; their teachers are there to help them;
- Make sure they take breaks from the screen and engage in physical exercise or activities like reading (click [here](#) for links to reading suggestions).

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

During periods of self-isolation, teachers will feedback each lesson on any concerns about engagement to parents by email and by adding a behaviour point to SIMS. A report will be run every three days for tutors and Heads of House. Tutors will be freed up to lead a tutor time each week via Google Meet for students whose engagement is causing concern.

During periods of school closure, teachers will monitor engagement every lesson and feedback weekly on any concerns to parents by email and by adding a behaviour point to SIMS. A report will be run weekly for tutors and Heads of House. Tutors will lead a tutor time each week via Google Meet for students whose engagement is causing concern.

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

Teachers will assess work in line with the school's normal expectations, i.e. once every six lessons (or once per fortnight for subjects with 7+ lessons per fortnight). This means students' work will be reviewed in four subjects each week, on average. There will not necessarily be written comments but the assessment will inform future teaching (ie, going back, going again or going forward) and be recorded in teachers' mark books.

5. Additional support for students with particular needs

Students with SEND who have key LSAs will continue to be supported by them remotely, e.g. using Google Meet and ongoing intervention packages where appropriate.

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