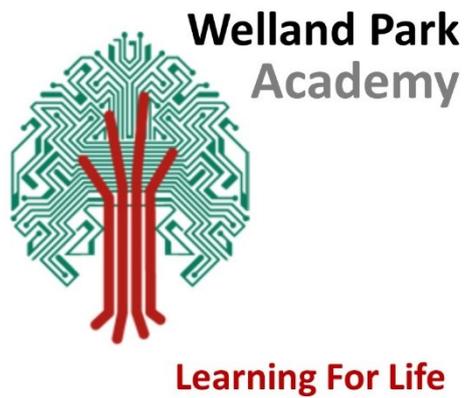


Welland Park Academy



An outline of the provision for remote education.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A student'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?

Work will be provided via the platform Edulink for remote learning. In the very first instance, students should complete any outstanding tasks on here or study current topics on BBC Bitesize of The National Oak Academy

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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, some units may be swapped as they are more suited to school-based lessons (such as Shakespeare) or because of a practical element that homes may not have the equipment to facilitate (such as DT and PE). This will be delivered via Edulink & Teams.

We have a Recovery Curriculum in place to ensure any adjustments are addressed on the students' return to school. This is revised regularly in response to subsequent lockdowns and student responses.

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	Minimum 4 hours. The majority of lessons to be live on Teams at the start with additional tasks on Edulink/ Teams
Secondary school-aged pupils working towards formal qualifications this year	Minimum 4-5 hours. The majority of lessons to be live on Teams at the start with additional tasks on Edulink/ Teams

Accessing remote education

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

Work and detail of lessons to be provided via Edulink and/or Teams to be accessed by students and parents. Live lessons to be taught via MS Teams.

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:

1. The school will issue a survey to all parents to confirm access to technology.
2. Parents contact the child's Progress Leader or Assistant PL to confirm limited access to technology.
3. Students who experience 'digital poverty' are loaned technology or invited to work in school.
4. On a case by case basis, work can be provided in reception to collect and submit when completed.
5. On a case by cases, hand delivered work
6. 'How to' guides to access via a variety of devices shared with parents,.

How will my child be taught remotely?

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

For both key stages 3 and 4, education will be provided via:

- live teaching (online lessons). This will be the majority of lessons, with some exceptions when staff are timetabled to be in school working with key workers' children, for some practical elements (such as PE). Lessons will be started live online, but students may then be asked to complete work with the teacher available via the live chat function
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) for parts of lessons when work has been explained live or when staff are unable to teach live, for example when staff are timetabled to be in school working with key workers' children.
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, such as YouTube or BBC Bitesize, or subject-specific platforms as shared by teachers.

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?

Students are expected to be logged on to MS Teams for registration at 8:45, and for all live lessons according to their timetable. Teachers will be asking for a task to be submitted weekly (core) or fortnightly (non-core subjects) to show students are engaging with their learning. This may be via MS Teams assessment, MS Forms, or other. We ask that parents:

- have expectations for your child's engagement with remote education and submission of requested work to deadlines
- set routines to support your child's education
- notify the school if your child will be absent from online learning, for example through illness
- discuss with your child if you are notified of 'online learning not engaged with' or 'online work not submitted' via the parents' portal

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

Parents are notified via Edulink/ SIMs if their child has not engaged with their online learning – if they have not attended live lessons or submitted work due for submission.

A report will be generated twice a week for failure to engage and will be circulated amongst the progress leaders for APL/FTs to follow up case by case. Form tutors will be informed that if a student misses 2 AM registrations in 1 week then they should advise Pastoral and contact home. Technical issues can then be addressed and support given if necessary.

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:

Students will be required to submit work weekly (core) and fortnightly (non-core). This may be assessments in Teams, whole-class feedback or quizzes marked automatically via digital platforms such as MS Forms, amongst many others. Students will be reminded, then parents informed of 'online work not submitted' if tasks are not submitted in a timely fashion.

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 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:

All students on the SEND register and vulnerable students will have weekly communication in addition to the normal through their key worker. This is a wellbeing check in and to support with any home learning issues or challenges.

Communication log and RAG (RED AMBER GREEN) rating their engagement in learning and wellbeing- this is being followed up by weekly phone calls when there are specific concerns.

TAs are joining some Teams lessons to support students in addition to their teacher- this helps when they break out on tasks.

We have made specific resources available to students depending on need (such as technology- use of laptops, equipment to aid visual impaired students).

We continue to liaise with the specialist teaching services to support them in reaching our students remotely- such as Autism Outreach, the Hearing and Vision team.

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?

If students have been sent home by us:

- Work to be set for X coded students before or, at the latest, at the start of the lesson. This is either work on Edulink or an online lesson via Teams.
- Students at home will be notified via Edulink what format their learning will take. All work on Edulink will be labelled 'work for self-isolating students *date*'.
- At least one task per curriculum area to be submitted via Teams during their period of self-isolation if it is longer than 1 week.

If students are self-isolating because of their own contacts (rather than us sending a group home) and are well:

- Work to be set as soon as possible, ideally with 48 hours. In the first instance, this should be completing all outstanding work on Edulink. Students could be directed to a specific topic of BBC Bitesize, BBC Teach, or <https://www.thenational.academy/>