



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.

The remote curriculum: what is taught to students at home

A student who is self-isolating can expect to access lessons via the Google Meet link attached to a subject's Google Classroom page. If live streaming of the lesson isn't suitable due to the nature of the work being completed during the session, equivalent work will be set on Google Classroom.

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

All arrangements are already in place so students can expect their timetable of lessons to be delivered remotely from day 1. As indicated above, it may be that in certain circumstances where it might not be suitable to join a 'live' lesson. In these cases, work set might include worksheets or pre-recorded materials. Teachers upload all classroom materials and resources to the Google Classroom platform but some may email out work to support students who are self-isolating.

Following the first few days of remote education, will my son/daughter be taught broadly the same curriculum as they would if they were in College?

We teach the same curriculum remotely as we do in College. In certain subjects, for example those that are heavily practical or require specialist equipment, we might need to make some adaptations but teachers will work with students to ensure learning is not slowed.

Remote teaching and study time each day

How long can I expect work set by the school to take my son/daughter each day?

We expect that students undertaking remote education follow their normal College timetable and complete all homework and assignments as required by their teachers. Remote lessons follow a students' 'normal' timetable and would typically include aspects you would find during face-to-face lessons - for example, time for essay or assignment practice, time for group work, question and answer sessions, teacher delivery, access to other worksheets and resources and so on.

Accessing remote education

How will my son/daughter access any online remote education you are providing?

All students have access to Google Classroom. This is our method of delivery for remote education. Students have the access codes for each of their classes and are trained in how to use the platform through the induction period.

If there are any issues please contact your son/daughters Personal or Progress Tutor or subject teacher.

If my son/daughter does not have digital or online access at home, how will you 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 remote education:

- Hopefully we would already be aware if you do not have access to appropriate technology.
- If you have previously highlighted this as an issue through the start of term survey or via 1:1s with your Personal/Progress Tutor, you will have received a device to support your learning. However, we recognise that situations change throughout an academic year.
- If you are experiencing difficulties accessing remote learning:
 - Students can request access to appropriate equipment to support their remote learning. We have a bank of tablet / laptop devices that can be loaned to students and we work hard to ensure no student is without access to technology.
 - Students can contact their Personal/Progress Tutor or email Student Services directly.
 - If the issue is with access to the internet, again, please inform staff in the same way and we will aim to source dongles as appropriate.
 - If needed, we can post materials and resources home to students. Indeed, some of our staff in specialist subject areas will arrange for resource packs to be delivered home (for example, art or textile materials).
 - We will undertake a further survey in the second and third terms to check students' access to remote technology.

How will my son/daughter be taught remotely?

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

In the cases where all students in a class are accessing remote learning, lessons will start at the times indicated on staff and student timetables and will be delivered using Google Classroom. This is the least disruptive for students and doesn't create additional work for teaching staff. We aim to treat such lessons as we would with face-to-face sessions. For example, a teacher would plan a variety of teaching and learning activities. This could include starter or plenary tasks, some teacher input, some Q&A, time for independent or group work, access to breakout rooms or pre-recorded material, time to complete assignments or worksheets and so on. Variety of teaching and learning activities will ensure that learning is effective but also ensure that the uniqueness of each subject is catered for.

If there is a situation where just a few students are self-isolating at home and the rest of the class are being taught face-to-face, in the majority of these cases, they would simply join the lesson and 'dial in'. Teaching staff will ensure that this is appropriate for a given lesson. However, due to the nature of some of the specialist subjects, some classes may include aspects that are recorded or ask students to undertake activities via printed paper packs (e.g. workbooks, worksheets) textbooks or commercially available websites. Other long-term

project work and/or internet research activities might also be appropriate. Staff may wish to pre-record materials for students to use though there is no obligation for them to do so.

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?

Our expectations for student engagement are the same as when they are learning in College. We expect 100% attendance, for students to be on time to each lesson, to engage fully in all learning activities and to complete work to the given deadline. In order to engage fully with their learning, we strongly encourage students to have their cameras turned on during Google Meet sessions and to ask/answer questions using either their microphone or the text chat function as appropriate.

Despite our students being aged 16 and over, their study habits will continue to benefit from parental support, particularly during periods of lockdown or self-isolation. Parents and carers can support students by being familiar with their timetables and ensuring they attend promptly, encouraging students to turn their cameras on during live sessions and by supporting students to create a positive working environment that is quiet, uncluttered and has the materials that they need.

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

Student attendance will be monitored in the same way as if accessing lessons in College. Students will also be encouraged to fully participate in all learning activities including Q&A sessions, use of the chat function, completion of work. Staff monitor student engagement and any issues will be logged and reported. Pastoral teams meet regularly with students to check engagement with remote education. Where concerns exist, staff will use the College support and monitoring systems in the usual manner. These can be found in the parental handbook on the website.

How will you assess my son/daughter's work and progress?

Assessment of a student's progress will be continuous and will be both informal and formal. The methods of assessment will vary and may not always mean extensive written comments for individual students. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. On the other hand, students may be expected to complete timed assessments or work under controlled conditions on coursework.

The expectation remains that assessment remains broadly in line with the College's assessment policy, where students will be set at least two formal assignments per half term. Assignment completion dates must be clearly published to students and students are expected to meet published deadlines. Teachers will give students clear guidance regarding the criteria against which they are assessed before the assessment is set. Feedback on assessments will be given within 2 working weeks of the submission date, with the exception of unusual circumstances. Feedback should follow the agreed 'medal and mission' approach where students are made aware of what they are doing well, what needs additional work and how these improvements can be made. Under remote learning, the College encourages feedback in both written or verbal forms. Some staff have been trialling pre-recorded feedback for students and this has been well-received by staff and students alike.

The College has 4 data monitoring points which allow teaching staff to input progress information - including effort, working at and predicted grades. The expectation remains that these windows continue to enable assessment data to be used to inform student progress.

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, students 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 students in the following ways:

Students who have additional support needs and are supported by a member of staff from Study Support will be supported in the 'usual' manner. These staff will 'dial-in' to the lessons as detailed above and can then take notes, provide 1:1 guidance, support with homework and so on.

If any student is struggling with study support there is a referral process (either via Student Services, your teacher or contacting your Personal / Progress Tutor) and a member of study support will contact the student to discuss individual needs. This support ranges from completion of a full diagnostic assessment to one-off support for a particular piece of work or assignment.