



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 where national or 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 students 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 students being sent home?

From the first day of remote education, students will access their usual timetable through Microsoft Teams. Students should expect to be able to follow their timetable as usual, accessing each lesson in turn.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in Academy?

- We teach the same curriculum remotely as we do in the Academy wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, the timing of introducing new topics may be adjusted and the range of activities in practical subjects such as Technology, Art, Music and PE has been adjusted to reflect the fact that students are working from home. In PE, sessions will focus on individual fitness and activities at this time.
- The remote curriculum includes the range of subjects and skills that are taught in school so you should expect assemblies, drop-down sessions and other enrichment activities as you would in school.



Remote teaching and study time each day

How long can I expect work set by the Academy to take my child each day?

The government has said that the remote education provided should be equivalent in length to the core teaching students would receive in the Academy. This time includes both live and recorded teaching as well as time for students to complete tasks and assignments independently. The government say that the amount of remote education provided should be, as a minimum, 5 hours a day for children at secondary Academy (Key Stage 3 and 4).

The table below outlines the work that will be set and the time we suggest it will take. We acknowledge, however, that it is not always possible for families who may be working from home or have more than one child, to complete all of the work at the time that it is set. We also realise that you may not be able to do the work on the day set if children are sharing a device and so expect that families will timetable their own work and do what they are able to do.

However, it is important to be clear that there is a definite expectation that children should be accessing remote learning and completing tasks set according to their normal timetable, where it is possible to do so.

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Key Stage 3 and 4	All students should follow their usual timetable. This will enable them to access tutor time every morning at 9am, followed by six timetabled lessons. Most lessons will be taught live by the teacher but within each lesson there will be opportunities for independent work. In PE lessons, students should register with their teacher at the start of the lesson but may then carry out individual fitness activities which are logged on a tracker that is submitted regularly. The Academy day will end at 3:15pm as normal.
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Accessing remote education

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

Lessons will take place through Microsoft Teams following the usual timetable. Teachers will organise these as scheduled meetings through the calendar in Teams. Students should attend lessons by accessing through their calendar or class team. Assignments will also be set by teachers which students should submit for marking. For those unable to access any live lesson, the assignment will still be accessible and, where possible, teachers may record the delivery section of the lesson and save this in the team so that it can be watched back at a different time. The expectation is that all children who are not attending school will engage with the remote learning provided.

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

- In some circumstances it is possible for us to loan a laptop, keyboard and / or mouse to students. Please contact the academy by emailing enquiries@somercotesacademy.co.uk if you would like more information regarding this.
- In some circumstances, the Academy can also support families by lending 4G dongles that enable an internet connection, for more information regarding this please email: enquiries@somercotesacademy.co.uk
- We recognise that a very small number of students may need printed materials if they cannot access online provision, please contact the Academy if you would like to discuss this. Any work completed on paper can be submitted directly to the Academy for marking and this will be arranged on an individual basis.



How will my child be taught remotely?

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

- The timetable will be mainly delivered through live teaching (online lessons) on Microsoft Teams. Lessons will draw on a range of resources made available to students through Teams and will include some independent work.
- Sometimes, teachers may pre-record a section of their lesson and make it available to their class in their lesson time.
- A very few students will complete their lessons using paper packs produced by teachers, these will include worksheets and other activities broadly in line with content taught online.
- Sometimes, for example, in GCSE Technology lessons, teachers will ask students to refer to textbooks students have at home.
- Just as in a lesson in the Academy, teachers may use resources from websites to support the teaching of specific subjects or areas, including video clips.
- In PE lessons, teachers will start the lesson and be available for support but students will be expected to work independently using the ideas and resources provided to them.



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?

There is an expectation that if a child is not attending the Academy, they should engage with remote learning. This is both our expectation and that of the government.

We hope that most students will follow their timetables and the normal structure of the day as much as possible. We do, however, appreciate that this can be difficult when at home, especially, if parents have more than one child. Therefore, if assignments are completed outside the timetabled lesson, this is perfectly acceptable. It is expected that all assignments set are completed and submitted to the teacher.

When in live Teams sessions, it is expected that students will meet the same behaviour expectations that are expected in the Academy. Please see our Code of Conduct, which can be found in the student planner or under Behaviour Policy on the website. Any student who is not upholding the highest standards of behaviour during live sessions, will be warned and may then be removed from the session by the teacher. Equally, if a child is found to be misusing any feature of the Microsoft package, the usual behaviour policy will be followed.

Any material put on Teams, including photographs and videos of staff or students and any resources must not be published by students or parents on any other platform, including social media sites.

We know that on the odd occasion, it might be difficult and that the laptop; phone; iPad or tablet might not always work. Sometimes children might miss a live lesson because parents, brothers or sisters need the device at the same time. This is all ok and you shouldn't worry. We know you are trying your best! Please let us know if there are any issues accessing lessons on a particular day or if your child is unwell and unable to access learning on any day.

If your child is unable to attend live online lessons due to illness or medical appointments, please contact the Academy as usual by emailing enquiries@somercotesacademy.co.uk or by phoning 01507 353459.



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

All students working online are asked to access a daily morning tutor time. This provides an initial welfare check and the Academy will contact by text parents whose children are not present in this session. Lesson by lesson attendance is monitored by each class teacher and reported to the attendance team. The Academy will contact parents / carers if children are not accessing lessons on a regular basis or in a particular subject. Weekly data is also monitored by the Academy, we will contact parents if there are concerns about students access to or engagement with lessons. Just as in normal routine, where there are concerns about a student's work in a particular subject, contact will be made with parents to discuss this. Where possible, contact will be made through telephone calls though email and letters will be used if we cannot make contact by telephone.

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 students. Sometimes, whole-class feedback or quizzes marked automatically may be used as methods of feedback. Our approach to feeding back on students' work is as follows:

Just as in regular lessons, teachers will provide feedback as often as they can, however, staff will not be expected to make a comment on every piece of work. Students should expect to receive a mixture of different kinds of feedback including:

- Detailed written feedback in line with the Academy's marking policy will be given on key assignments, particularly where there is extended writing or an assessment of specific skills.
- Briefer written comments on day-to-day work.
- Students working on paper can expect to receive a mixture of extended and shorter comments based on the type of work.
- Sometimes, general class feedback will be given orally during live sessions.
- Students may receive personal feedback to oral responses given during sessions.
- In addition, teachers will respond to comments from children in the chat facility, when they are able to do so.



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 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:

- Live lessons taught by students' familiar teachers who can provide differentiated quality first teaching as they would in the Academy.
- Differentiated resources as appropriate, including Stretch and Challenge options.
- Weekly personalised paper-based work packs for students who are unable to access the online learning.
- Access to targeted online sessions designed to meet individual student needs including Reading Tutorial and intervention sessions as appropriate.
- Scheduled sessions with a member of the Learning Support Team to support individual learning needs as appropriate.
- If you have concerns about how best to support your child's SEND needs at this time please contact the Academy and ask to speak to the SENCo.

Remote education for self-isolating students

Where individual students need to self-isolate but the majority of their peer group remains in the Academy, how remote education is provided is likely to differ from the approach for whole groups. This is due to the challenges of teaching students both at home and in Academy. However, children will always be provided with work through Microsoft Teams to complete at home.



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

Any student or group of students who is self-isolating should still be able to access their usual timetable through Microsoft Teams. Where whole classes or year groups are required to self-isolate, the approach will be exactly as above, with teachers delivering live lessons through Microsoft Teams. Where an individual student is required to self-isolate, every effort will be made to enable them to access their usual lessons with their peers. This will be done through their class teachers adding them remotely to their lessons through Microsoft Teams while their peers are in the classroom. Assignments and resources will be shared in the usual way. Where appropriate, paper work will be provided from the first day of absence for any student for whom online access cannot be secured or whose SEND needs mean that this is preferred way of working.