

Carre's Grammar School - Remote Education Provision: Information for Parents/Carers

This information is intended to provide clarity and transparency to pupils 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 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?

Access to tutor time and then 5 x 50 minutes live online lessons following their usual timetable. Wherever possible these will be with their scheduled teacher. If their teacher is unable to deliver a live lesson (because they are ill or participating in staff training for example) non-synchronous work will be set using Microsoft Teams. PE lessons are time for students to exercise on their own.

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

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:

Key Stage 3 and Key Stage 4	Tutor time – 15 minutes per day 5x 50 minute live lessons each day following the school times of day
Key Stage 5	Tutor time – 15 minutes per day 5 x 50 minute live lessons in each subject per week plus independent tasks for students to complete in non-contact time

Accessing remote education

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

We use Microsoft Teams for all lesson delivery, assignment setting and feedback. Guides on accessing Teams are readily available to students and all students have had face to face training on how to access earlier in the school year. Parents/Carers should contact icthelp@robertcarretrust.uk for any student account access issues or password resets from the e-mail address they have registered with the school.

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:

- Parents/Carers should contact the student's Head of Year to see if they qualify for one of the government provided laptops or dongles the school may be able to lend to them
- The school has a small number of portable devices that can be lent to students who can't get online. Parents/Carers wishing to discuss this should contact their child's Head of Year in the first instance
- For students with online access but who qualify for the provision of additional free data please complete [this form](#)
- We can also discuss in school support for students who are unable to access our remote curriculum from home. Please contact enquiries@carres.uk if the solutions above are not relevant

How will my child be taught remotely?

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

Some examples of our remote teaching approaches include:

- live teaching (online lessons) – this is our main strategy and enables students to interact with their teachers and fellow classmates, receive prompt feedback and seek advice in their learning every day

In addition, students have access to:

- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- sessions delivered in conjunction with the school by some external agencies e.g. for careers talks, motivational study skills sessions, careers 1:1 appointments, counselling sessions

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?

We expect:

- Students to log on to Microsoft Teams for all tutor time sessions and for each lesson every day unless they are ill or attending prescheduled appointments.
- Work to be submitted as set by teachers by the times/dates stipulated
- Parents/Carers to facilitate their child's access to online learning wherever possible and to contact the school if it is not in order to discuss a mutually supportive solution. The school day runs from 8.45am-3.30pm with built in breaks and additional hourly screen breaks. Parents/Carers are expected to ensure that their child is engaging at these times
- If their child is unable to attend an online lesson parents/carers should notify the school of an absence in the same way as they would a face to face absence

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

Staff are required to take a register of attendees to each lesson and monitor participation. They report on engagement and attendance every 2-3 weeks and this information is used to identify students for commendation and those who require further support and intervention to attend lessons

Staff are notified of absent students by student services

Head of Year or learning support assistants contact parents/carers directly if a student is failing to engage as laid out above

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 receive regular feedback on their work and their progress by:

- In lesson verbal feedback from their teacher
- Automatically marked quizzes and assessments via digital platforms
- Teacher marked assignments uploaded via Teams
- Formal tracking reports sent home to parents
- Engagement tracking commendation letters sent home

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:

Students receive dedicated support, guidance and practical help that supports their need by:

- All staff teaching and non-teaching being made aware of the students with SEND (Inclusion Register). Students with an EHCP are entitled to a place in school if their parents feel this will best meet their needs. Where parents have opted for those students to work from home their keyworker or SENCO maintains regular contact to ensure they are fully accessing their learning. Our Vulnerable Student provision in school is also available to students with SEND where the SENCO and parents deem this to be the most effective way to support their needs.
- Students with known learning needs have a keyworker assigned to oversee their support. The keyworker is in regular contact with those students; there is oversight from the SENCO. Assisting with technology where there is a need or intervening where the student has encountered difficulties.
- Phone calls and bespoke support is also given to students who may need additional wellbeing support following the use of tracking, engagement and wellbeing data. A central log of contact is maintained so the wider pastoral team have oversight of contact made.
- The SENCO reviews feedback from both students, staff and parents and provides guidance and advice about specific learning needs and how staff can adapt their online lessons to help engage and include students with SEND. This is updated as required.

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?

Self-isolating students will access in class teaching via Teams. This will result in blended lessons with teachers delivering live to both the class and the self-isolating students at home

Email support will also be available where necessary