



Remote Education Provision: Information for Parents

The following information is intended to provide clarity and transparency to students, parents and carers about what to expect from remote education at Wellington School where national or local restrictions require entire cohorts (or bubbles) to remain at home.

Ofsted have [published guidance](#) on remote education which aims to debunk some unhelpful myths about remote education which are not based on evidence. These are that:

- remote education is fundamentally different to other forms of teaching/learning
- remote education is a different curriculum/offer to the content that would be delivered normally
- the best forms of remote education are digital
- the best way to deliver remote education is always through live lessons
- the most important thing is pupils' engagement

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?

Should we have been given notice of closure, it is likely that students will be sent home with their work books and will be asked to work independently, from tasks set, in the first instance.

If closure is immediate, it is likely that contact will be made via Microsoft Teams by form tutors on the first day and by subject teachers and form tutors on subsequent days.

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?

Yes. While the resources that your child and teachers have access to may differ considerably from those in school:

- we will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, there will be adaptations to practical subjects such as Technology, PE, Drama and Science which, at times, require direct interaction with other students or access to specialist equipment.
- there may be some occasions where subjects adapt the curriculum to suit learning from home and current circumstances.

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 students five hours or more each day. The remote learning timetable is different from that followed in school and is shown below:

Form Period	8.40am to 9.00am	Students join Teams meeting at 8.35am
Periods 1 & 2	9.15am to 11.00am	Students join Teams meeting at 9.10am
Periods 3 & 4	11.35am to 1.20pm	Students join Teams meeting at 11.30pm
Period 5	2.15pm to 3.00pm	Students join Teams meeting at 2.10pm

Alongside set tasks, this equates to five hours of learning per day for Key Stages 3 and 4 and at least that amount for Key Stage 5. This meets the minimum expectations for remote provision as set out by the DfE.

Accessing remote education

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

The primary means of delivery of remote education will be Microsoft Teams. Each lesson as outlined on the previous page will be scheduled by teachers and accessed by students. All students have a Microsoft account, login details and password. In addition, all students are able to access a free version of Microsoft Office via our website.

Our ClassCharts platform will also be used to support the delivery of remote education. All students and parents are able to download the application onto a smartphone or access via the internet.

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. It is our aim to ensure that all students will have the appropriate connectivity and device in order that they are able to access our remote curriculum. We take the following approaches to support those pupils to access remote education:

The distribution of school, LA and DfE laptops, as well as 4G dongles and SIM cards is coordinated by Mrs Cooper, Assistant Headteacher. However, parents should contact their child's Pastoral Manager or Director of Year in the first instance.

- Looked after children and those students receiving the Pupil Premium will be prioritised.
- All students receiving a device must sign a loan agreement.
- In school, teachers and pastoral staff use ClassCharts to log "Home Learning concerns" – this is used to identify students having connectivity issues. Pastoral Managers contact students if they have x 3 Home Learning concerns which in turn informs our distribution of devices.

How will my child be taught remotely?

The majority of lessons will be delivered via Microsoft Teams and may incorporate a variety of strategies. There is no 'one-size-fits-all' approach to online lessons, and we trust our teaching staff to utilise the appropriate method of delivery to ensure the best learning outcomes. Some examples of remote teaching approaches which may be used are as follows:

- live teaching (online lessons) – this does NOT mean that teachers are 'live' and face-to-face with students throughout. While there is likely to be an element of live interaction in most lessons, a blended approach is more likely and often more successful.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers and hosted on departmental YouTube channels).
- textbooks and reading books students have at home.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. Examples of these are SchoolPod, BBC Bitesize and Kerboodle.

It is likely that we will occasionally implement a short-term change to the way in which students are taught. This may take the form of a screen-free working day in which students are encouraged to embark upon project work or research activities which are aimed at improving well-being during an extended period of lockdown.

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?

In short, we expect students to engage with learning at home as they would do at school. Students should be ready to learn and participate each day.

- Parents can help their child by providing a suitable place in which to learn. A table or desk in a quiet location, away from distractions like television, is ideal.
- Students should have access to basic equipment as outlined in our home-school agreement. A working camera and microphone for use during 'live' delivery will help to create a more immersive and productive working environment.
- Good routines such as an appropriate bedtime and good breakfast can also help.
- Since the move to remote learning necessitates the use of a computer or laptop screen, we would encourage students to decrease their mobile phone use as far as possible, thus reducing overall screen-time.

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

- Form period will be held each morning. We ask that every student with a camera has it switched on during this time. This time enables tutors to ensure students are present and ready to learn.
- A register will be taken at the start of each lesson. Attendance will be monitored daily by Pastoral Managers who will liaise with parents and carers should issues of engagement arise.
- Where issues of engagement are found, solutions will be put in place. For example, students may be asked to work from school where we can ensure additional pastoral and academic support.

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. For example, whole-class feedback or quizzes marked automatically via digital platforms are one valid and effective method, amongst many others. Our approach to feeding back on pupil work is as follows:

Staff will feed back to students via a repertoire of approaches as per in-school delivery. Students' work and progress may be assessed:

- automatically through online quizzes such as Microsoft Forms or Kahoot.
- in written form if handed in via the 'assignments' feature on Microsoft Teams (this will not happen as a matter of course for every piece of work handed in through this method).
- Verbally to individuals or whole classes during live lessons.
- Through other methods of whole-class feed back.

The frequency of feedback will depend on the subject and nature of tasks set but each subject will provide meaningful feedback regularly

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:

We will work with families and students by:

- Providing regular communication through Class Charts, SEN email and telephone calls with SENDCo.
- Providing support to create the correct learning environment at home. This may include following the normal school timings, providing equipment such as overlays / coloured books / specialised pens etc.
- Recording lessons and uploading resources to Microsoft Teams in advance of the lessons to encourage pre-reading or consolidation of learning.
- Removing homework at Key Stage 3 to allow consolidation of learning / pre-reading.
- Making reasonable adjustments for children with SEND to allow a degree of flexibility for children to have rest-breaks.
- Using break-out rooms to enable TAs / teachers to support smaller groups of students.
- Offering some students a place in school.

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 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?

Students who are self-isolating individually should access appropriate curriculum materials via the ClassCharts platform. Appropriate assignments, work and tasks will be uploaded by subject teachers. This work should be completed at home and brought into school to be assessed at the end of the period of isolation.