

Remote education provision: information for parents

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.

Please refer to the Titus Salt School Remote Learning Policy for full guidance.

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

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?

In the event of a further partial or full closure, class teachers are advised on a daily basis of those pupils currently awaiting a COVID test and the expected date of return for those pupils who are self-isolating following a positive outcome. In the first instance whilst pupils are awaiting the outcome of a COVID test, they should access the online self-access learning from the Oak National Academy, links for which can be found on the school website.

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?

In the event of a further partial or full closure the expectation is that the member of staff sets work for all pupils. This work should align as closely as possible with work that is/would have been set during the lesson. The teacher should give feedback via Microsoft Teams or via the pupil's school email address.

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 1	N/A
Key Stage 2	N/A
Key Stage 3 and 4	Pupils will follow their timetabled 5 period

	day. Deadlines for completion of work remain open-ended to ensure pupils and families are supported and pupils remain focused on learning as best as they can. Teachers ensure that the work on Teams is of equivalent length to the core teaching pupils would receive in school and include some daily contact.
Sixth Form	See information for Key Stage 3 and 4 above

Accessing remote education

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

During any further enforced school closure, teaching and learning are made available to pupils through Microsoft Teams, direct email contact and via hard copies of work. Details are available on the school website and are communicated to parents/carers via ParentMail. Pupils can expect to have work set through other means, for example through Hegarty Maths, Showbie and Canvas. Some pupils will access the work via paper packs. Whatever the platform, teachers will monitor the work set and ensure that appropriate support is in place and that instructions are simple and precise.

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:

Titus Salt School has laptops available for home learning for pupils who find accessing online resources a challenge and when family demands are great on a limited number of devices. Priority is given to disadvantaged pupils, year 11 pupils, year 13 students and then to those in year 12 and year 10. Windows laptops and tablets with keyboards (for improved accessibility) are available for loan in the event of local or national COVID restrictions being enforced.

Pupils who have limited/no access to online activities can be supported if they contact the school via enquiries@titussaltschool.co.uk

In partnership with mobile network operators, DfE is providing access to free additional mobile data for the academic year. Schools can request free mobile data uplifts via the Get Help with Technology service, when they experience disruption to face-to-face education or for clinically extremely vulnerable children.

During any further enforced school closure, teaching and learning are made available to pupils through Microsoft Teams, direct email contact and via hard copies of work. Pupils who are working from work packs can photograph their work

and submit directly to teachers via email or via Teams. This instruction is included in work packs. In cases where this is not possible, pupils should liaise with the relevant year team in order to organise collection of work for submission.

How will my child be taught remotely?

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

Work should take the form of tasks set in the **Assignments** section on Microsoft Teams, PowerPoint presentations with video/voiceovers or a live stream of the lesson. Live classroom sessions may be recorded, so that if any issues were to arise, the video can be reviewed. Permission is required from all participants to record any sessions. The recording process could be used to evidence the participants' agreement, by asking if they agree before recording, and if they give their consent, ask them again when recording.

In the first instance whilst pupils are awaiting the outcome of a COVID test or they feel well enough to work following a positive test, they should access the online self-access learning from the Oak National Academy.

The BBC Bitesize website is also available to provide support for pupils in a range of subjects in Years 7 to 11.

Pupils can expect to have work set through other means, for example through Hegarty Maths, Showbie and Canvas. Some pupils will access the work via paper packs.

Teachers will

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

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?

- Pupils access Microsoft Teams [here](#) and access their school email here and log in to both with their school email address eg. 001234@titussaltschool.co.uk and their school network password.
- Pupils can also access Microsoft Teams via dedicated apps on a computer, a

phone or tablet. For further information click [here](#)

- All pupils of Titus Salt School are entitled to download Microsoft Office 365 for use at home. Click [here](#) for details of how to download a copy.
- Pupils will have access to Remote Access services during any closure, however, all Teaching & Learning materials required for pupils to study will be made available on Microsoft Teams.

If parents/carers, pupils and staff have any difficulty with access having followed the instructions at the top of this document, they can email the support team via teams@titussaltschool.co.uk who will respond as soon as possible.

- Do not worry about trying to maintain the full routine your child had at school. It may be difficult to keep your child motivated or for them to complete all the work school sets them. Do your best to support them and if they're having problems completing their work, contact your child's year team directly or via enquiries@titussaltschool.co.uk
- You know them best – it may suit them to split work up into shorter tasks or vary the different types of activity.
- Encourage them to take regular breaks and make time to be active – see physical activity resources for secondary school children to do at home.
- Try different ways of working, not just using digital devices, for example:
 - use books, textbooks and other printed materials that their school has provided or that you already have at home
 - complete some work by hand – write a diary, a summary of things they have learned each day, or 'to do' lists
- If you do not have a suitable device to use at home, contact the school at enquiries@titussaltschool.co.uk
- Set age-appropriate parental controls on any devices your child uses and try to monitor the websites and apps they're using. See advice on keeping them safe online and talk to your child about online safety.
- More screen time is expected while children are continuing their education and socialising from home. Help your child to spend time away from screens by suggesting breaks or other activities, such as phone calls, reading books, or doing exercise, while following the rules on social distancing.
- If you can, get them to stop using digital devices at least an hour before bed.
- Children may be missing socialising with others at school. Let your child speak to their friends and family members through phone or video calls.
- Many children will be socialising online too. See advice on keeping them safe online and advice from the NSPCC about gaming if they're socialising through online games. Set age-appropriate parental controls on any devices they use and ask them to tell you if they see anything worrying online.

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

If parents/carers, pupils and staff have any difficulty with access having followed the instructions on the school website, they can email the support team via teams@titussaltschool.co.uk who will respond as soon as possible.
The list of pupils requiring remote learning is monitored daily by Assistant

Headteacher (Quality of Education) and forwarded to all Pastoral Leaders and Teaching staff in a daily email.

In the event of a full or partial lockdown, teachers log the participation and engagement of pupils on SIMS each fortnight. The relevant year team will investigate any potential barriers to learning and ensure that an appropriate remote learning approach is provided.

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:

The expectation is that the member of staff sets work for all pupils. This work should align as closely as possible with work that is/would have been set during the lesson. The teacher should give feedback via Microsoft Teams. Work should take the form of tasks set in Assignments on Microsoft Teams, PowerPoint presentations with video/voiceovers or a live stream of the lesson.

Teachers select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use

When teaching pupils remotely, we will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks. Work will be checked and pupils will receive feedback in line with faculty feedback policies
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

Where pupils' work includes any externally assessed components, the centre will: ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely;

- ensure there is a process to manage feedback on assignments, questions are constructively answered and feedback is provided in a timely manner;
- ensure the setting of assignments is undertaken in any face-to-face sessions and that deadlines are clear;
- ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner;
- maintain and store securely all assessment and internal verification records in accordance with agreements from the awarding body

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:

When leaving remote learning for pupils with SEND needs and those within the Resourced Provision, teachers should ensure that suitably personalised work and appropriate support is available (please refer to the Teaching and Learning Policy). In the event of a lockdown, pupils in the RP will have work packs provided for them by Resourced Provision teaching staff

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?

This section applies in situations where the school remains open and working but an individual pupil is/groups of pupils are unable to attend lessons. The provision of remote learning will occur when the result of a COVID test has been made known or for other reasons as determined by pastoral leaders.

Class teachers are advised on a daily basis of those pupils currently awaiting a COVID test and the expected date of return for those pupils who are self-isolating. In the first instance whilst pupils are awaiting the outcome of a COVID test, they should access the online self-access learning from the [Oak National Academy](#).

The [BBC Bitesize](#) website is also available to provide support for pupils in a range of subjects in Years 7 to 11.

In school any one of the following COVID-related situations could arise:

i. Member of staff is working from school and some or all pupils are not in school (due to self-isolating or the collapse of a bubble)

The expectation is that the member of staff sets work for all pupils. This work should align as closely as possible with work that is/would have been set during the lesson. The teacher should give feedback via Microsoft Teams. Work should take the form of tasks set in **ASSIGNMENTS**, PowerPoint presentations with video/voiceovers or a live stream of the lesson.

If the teacher **chooses** to 'live stream' the lesson the teacher should follow the guidance as set out in the Microsoft Teams staff guide (see Appendix 1) and:

- invite the individual pupils/class to a Microsoft Teams meeting at the time when the lesson is scheduled;

- attach any resources pupils may need in the **POSTS** or **ASSIGNMENTS** option;
- disable the camera, but keep audio running and record the streaming (if the teacher chooses to have the camera running, they must distort the background using the software on Microsoft Teams);
- ensure that pupils have cameras disabled;
- load the resources and share the screen on the relevant slides;
- keep the format of the lesson simple, e.g. an entrance task, modelling of key learning points, introduction of independent work, addition of any extension tasks and reflection on/summary of key learning points.

Member of staff is working from home (e.g. self-isolating due to COVID), but is not ill and some or all pupils are not in school

The member of staff follows the protocols for absence as detailed in Absence Reporting Procedure document (by contacting school and line manager).

The expectation is that the member of staff sets work for all pupils. This work should align as closely as possible with work that is/would have been set during the lesson. The teacher should give feedback via Microsoft Teams. Work should take the form of tasks set in **ASSIGNMENTS**, PowerPoint presentations with video/voiceovers or a live stream of the lesson.

ii. Member of staff is ill (including COVID-related absence)

Member of staff follows the protocols for absence (by contacting school and line manager) as detailed in Absence Reporting Procedure document.

If the teacher has lessons that day, they should inform the Faculty/Subject leader, so appropriate work can be set for pupils in their absence. Appropriate work will be organised by the subject/faculty leader and placed in **ASSIGNMENTS** on Microsoft Teams for their class.

iii. Member of staff is absent from school (due to CPD course, conditions of service or for any other reasons as directed by the Headteacher)

Member of staff follows the protocols for absence as detailed in Absence Reporting Procedure document (by contacting school and line manager).

The expectation is that the member of staff sets appropriate work for the class on Microsoft Teams.