Remote education provision at Thomas Alleyne's High School: 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.

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?

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

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 first few days of full closure, we will endeavour to ensure at least 90% of lessons are live streamed to our students.
- During full school closures/year/class group closures, we will deliver these live lessons where staff are well enough to do so. This will be done using the school Office365 account, on Teams, with lessons following the normal timetable.
- All students have access to this school platform. Talaxy will be used to upload lesson information in addition to Teams.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, core PE delivery and practical work in practical subjects.

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 4	4-5 hours a day
Key Stage 5	4-5 hours a day

Accessing remote education

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

We will post lessons onto Talaxy for parents to see what their children are doing each day. Live lessons will be delivered via MS Teams, where staff will also upload any resources needed. Where possible, we will arrange collection of resources to support online delivery.

For those who can not access these lessons, work packs will be provided.

Students also have access to GCSEPod and the Oak National Academy resources, which is a website providing online lessons pre-recorded by teachers in a range of subjects. The oak national academy may be used by staff where a live streamed lesson is not being delivered (e.g. due to staff illness) All subjects - Key Stage 4 - Oak National Academy (thenational.academy). Students will be guided on Talaxy as to tasks to complete.

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:

- We ask parents and carers to contact us where access online is a concern so that we can support students with their remote learning. This may be a loan laptop. Please contact Mr Godwin, Assistant Headteacher godwin@tahs.org.uk for further information to requests. We will do our best to support requests.
- We may also be able to lend devices that enable an internet connection (for example, routers or dongles and data devices). Again, please contact Mr Godwin as above.
- Where students have no access, we can provide work packs to support home learning, e.g. subject revision guides and workbooks or PiXL resources.
- Work can be submitted to teachers by post or by dropping off work at reception where students have no internet access at all.

How will my child be taught remotely?

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

Some examples of remote teaching approaches we will use:

- live teaching (online lessons) via MS Teams
- recorded teaching (e.g. Oak National Academy lessons, video/audio screen cast recordings made by teachers, narrated PowerPoints)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home; some texts are virtual e.g. Kerboodle for science, and students have logins to access these
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. GCSEPod, Maths Watch

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 pupils' engagement with remote education is that all students should attend live lessons where they are well enough to do so and are able to do so. Attendance at live lessons is monitored by class teachers, pastoral and senior staff.
- To support this, we ask parents to ensure home routines are set to support your child's education e.g. keeping to a school day online. Parents can use Insight to look at lessons being set. Please always contact us if you have any concerns or questions regarding online delivery. Please email headteacher@tahs.org.uk
- Please read the regular parent news emailed to you, which helps us inform you of any changes and answer questions raised by parents and carers.

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

- Attendance to online live lessons is monitored by the school. Teachers take registers and check throughout the lesson students' engagement in the lesson. Teachers complete a class attendance tracker weekly so that mentors, pastoral staff and senior leaders can see how much a student has engaged with online lessons.
- We will also use the reporting facilities in MS Teams to look at live lesson attendance, watching recordings and engagement in chat functions.
- Where attendance is a concern, mentors will contact students and parents to see if there are any barriers we can help with and support attendance.

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:

- To assess and feedback on students' work, we will use a variety of tools, such as emailed work to teachers/students, GCSEPod activities and Microsoft forms.
- Teachers will aim to feedback on work in accordance with the assessment policy where possible; students must meet deadlines to support this.
- Some task in live lessons will involve sharing work emailed in to provide feedback or self-assessment in class, as we would when classes are in school.

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 with an EHCP are able to attend our key worker school. In key worker school, we always have teaching assistant staff to support students with SEND.
- Staff will follow a lesson structure online of starter tasks, recap and new materials, then independent time for leaners to complete tasks, with the class coming together for the end of the lesson to discuss and assess progress. There will be opportunities for students to ask questions of the teacher in the independent task time.
- Learning support assistants will support online classes where possible.
- All our learning support assistants, deputy SENCO and SENCO have students that they are mentoring.

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?

Where a whole class is isolating, the teacher will live stream there lesson wherever possible.

Where a teacher is self-isolating, and well enough to do so, they will live stream their lesson to the classroom with support from our cover supervision staff.

Where students are isolating and the rest of the class is in school, the lesson and resources will be available of Talaxy. This may include the use of resources on The Oak National Academy All subjects - Key Stage 4 - Oak National Academy (thenational.academy).

Where staff are able, we will live stream to post-16 students.