



The Castle School
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Remote education provision: information for parents

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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?

All your child's lessons will be on Microsoft Teams.

We aim to maintain the integrity and breadth of the curriculum as much as possible. All resources and lessons will take place via Microsoft Teams.

Your child should follow their normal timetable, timings as follows:

- 8.45-9.10 Registration – each House will have a tutor group 'call' once a week
- 9.10-10.10 Period 1
- 10.10-10.40 Period 2 - Year 8
- 10.10-10.30 Break - Years 7 & 9
- 10.30-11.20 Period 2 - Years 7 & 9
- 10.40-11.00 Break - Year 8
- 11.30-12.30 Period 3
- 12.30-1.00 Period 4 – Years 7 & 9
- 1.00-2.00 Lunch – Year 8
- 1.00-2.00 Period 4 – Year 8
- 1.00-1.30 Lunch - Years 7 & 9
- 1.30-2.00 Period 4 – Years 7 & 9
- 2.00-3.00 Period 5

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 students broadly the following number of hours each day:

| | |
|-------------------|---|
| Key Stage 1 | |
| Key Stage 2 | |
| Key Stage 3 and 4 | All students to engage in their full timetable as outlined above. |

Accessing remote education

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

All work will be set on Microsoft Teams. Many of these will be streamed 'live' lessons, however, where this is not appropriate students will be set independent work which is easy to access. This work will be set on Teams, often using the 'assignments' tab.

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 online access at home. We take the following approaches to support those students to access remote education:

- The school is able to provide laptops for students on request. Please contact the school directly if you require any support with technology.
tacs@castle.somerset.sch.uk
- Any students who require paper versions of materials can be provided upon request. Please contact the school directly if you require any paper materials which will be returned via postal service.
- Students who cannot submit work online can submit work via postal service.

How will my child be taught remotely?

Some examples of remote teaching approaches:

- Most lessons will be a 'live stream' with their teacher, combined with some individual tasks.
- Some lessons and subjects may not lend themselves to streaming but alternative learning tasks will be in place.
- We understand your child may not be able to log in all the time, due to sharing technology. All 'live streams' will be recorded, so your child can view later, if necessary.
- Teachers have already emailed your child if they need to pick up work, for example Art folders etc.
- There is no expectation for students to print work. Teachers will make it clear how the work is to be completed for example in books or online using the 'assignment' on Teams.

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?

- Parents and carers can support their children by reminding them to follow their timetable.
- Pulling together resources they may need for example pens and pencils, paper and any other relevant equipment. Please contact the school if you need any support.
- Finding a space in the house where students can work and learn.
- Supporting time away from screens - live lessons will rarely be 60 mins long so students should get out for daily exercise at lunch time or after school.
- Explore and encourage students to engage in the enrichment we are delivering.
- The teaching staff and the pastoral team will be monitoring your child's engagement in remote learning and contact you if we have any concerns. Equally, please do contact the school if you have any concerns. Please be mindful that not all colleagues will be in school every day but we will endeavour to return your calls as soon as possible.

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

- A system has been designed to monitor student engagement with online learning. Each day staff will submit names of students who do not engage in remote learning.
- If a student has not engaged in remote learning and concerns are raised by subject teachers then a phone call from the school will follow.

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 student work is as follows:

- We will follow our assessment protocols as outlined in our teaching and learning policy.
- Students will have work formally assessed once every six lessons. This assessment will comment on 'What went well' and suggest 'Even better ifs' for students to improve.
- There will be an opportunity for students to improve work, make alterations or correct misconceptions (called Green Penning).
- Teachers make it clear which work will be assessed in this way. Teachers may ask for other classwork to be submitted so they can check whether all students are engaging in the learning. This classwork will not be assessed.
- Teachers will also set quizzes, often using the assignments on Teams. These quizzes will further assess the learning of students and will enable teachers to correct misconceptions and fill gaps in knowledge.

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 some students 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:

- Bespoke curriculum for students both in school and working remotely.
- Teaching assistant support for students in and out of the curriculum.
- Personal 1:1 key adult programmes through Teams, phone calls and email.
- Exam access arrangement guidance documentation.

Remote education for self-isolating students

Where individual students 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 students 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 will continue to follow their timetable as they would do in school.

Students will be able to access all of their work through Microsoft Teams.

Students will receive a welfare phone call from a member of pastoral support.