Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from our remote education if 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 document.

Section 1: 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?

On the same day your child is sent home, you will be sent your child's timetable and a letter detailing what the remote learning provision is and how to access it. Your child will therefore be able to immediately access their Google Classroom and thus work remotely and independently from home the very same day. Below is an example of the timetable, with the schedule we would like them to follow:

Example: On a Monday Week A (AMon)

- **Period 1: Science – they will log into their Google Science Classroom and work for an hour**
- **Period 2: English – they will log into their Google English Classroom and work for an hour**
- **Tutorial – we suggest they engage in independent reading for 30 minutes**
- **Break – they take a break away from their working environment of 30 minutes**
- **Period 3: History - they will log into their Google History Classroom and work for an hour**
- **Period 4: Art and Design - they will log into their Google Art and Design Classroom and work for an hour**
- **Lunch - Break – they take a break away from their working environment of 30 minutes**
- **Period 5: Maths - they will log into their Google Maths Classroom and work for an hour**
- **Homework – they follow their normal homework schedule**

Teachers upload work at the start of each week and monitor the work submitted providing timely, regular and impactful feedback. Your child will be able to communicate with their teacher through Google Classroom. All of this work is exactly the same as the work they would do in school.

You child will need to continue to follow their set homework schedule, which is in their Knowledge Organiser. Homework content is 'chunked' into weeks (i.e. week 1 etc.) and recall of this knowledge is assessed through low stakes quizzing in the Do Now section of their online lesson. Your child will also continue to access the three digital platforms we use: Quizlet (MFL), Sparx (Maths) and Tassomai (Science). All information pertaining to homework can be found on our website: https://iscaexeter.co.uk/students/homework/

Our website also contains regularly updated information to help and support with remote learning: https://iscaexeter.co.uk/school-life/parallel-curriculum/

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?

- If we have sent home a small number of students, they are taught the same curriculum remotely as we teach in school and we expect students to study for 1 hour as they do whilst in school.
- If we have sent home a larger number of students i.e. an entire cohort, we teach the same curriculum remotely as we do in school. We have reduced these lessons to 45 minutes as often they are 'live' as this will place the students under more visual stress. We have also needed to make some adaptations in some subjects to the curriculum content taught. Please see the table below for these:

Subject	Notes
Art	In years 7 and 8, all content links to the curriculum but students present it in a visual journal format that is less formal and more personal/ experiential. In years 9-11, there is no change to the curriculum.
Catering	In years 7 and 8, students are set more creative challenges whilst still covering the theory in their Knowledge Organisers In years 9-11, some of the practical content is altered to suit home circumstance. For those who can't cook at home, we set 'budget setting' challenges and provide a range of other interactive tasks.
Computer Science	In year 9, some Python coding lessons have been changed to online HTML coding based lessons. NEA practical tasks have been removed and instead replaced with HTML coding based lessons.
Dance	Video clips are used to teach dances instead of live demonstrations.
Drama	Across years 7-11, less practical work is set and the focus is shifted to set design and script writing. There are more research based tasks and remote discussions for component 3 i.e. watching and reviewing plays on the national theatre website.
English	There is no change to the curriculum
French	No change to curriculum, although there is less speaking as this is harder to manage online and we cannot speak to every student every lesson.

Geography	In years 7 and 8, planned fieldwork has had to be curtailed and will hopefully be delivered on site later in the academic year.
History	In year 8, the first two lessons have been changed to align with Oak Academy lessons.
iLife (PHSE / RSE)	More sensitive topics on the scheme of learning will be delayed or adapted until students return and this can be managed sensitively by the teacher.
iMedia	Where Photoshop is not available for students an online version is being used. Where desktop computers are not available, apps are being utilised to demonstrate photo-editing techniques.
Maths	In years 7 to 9, there is no change to the curriculum In year 10, the curriculum has been slightly re-ordered with graphical inequalities moved to a later unit. In year 11, the curriculum has been slightly re-ordered with circle theorems moved to after half term.
Music	In years 7-11, there is less practical work, as students often do not have instruments at home. There is heavy reliance on online music software that is available so tasks are more composition based than they would be in class. More listening tasks are also undertaken. In year 11, students have to complete their group recording remotely and organise an online event rather than a live one.
PE Core	Three physical challenges are set each week. Students have an online Google form to record and share their activity levels.
PE GCSE PE Sport Studies	Teachers deliver live lessons to students. Lessons include theory content and modelling of questions and answers followed by an online student workbook/google sheet with questions to complete and submit by the end of the lesson. In the case of a double lesson, some of the lessons will take the format of the first half being live teaching and the second half where students can complete work with the teacher available to answer questions through the comments box.
Photography	We promote the use of free image editing apps if students don't have Photoshop.
RE	There is no change to the curriculum.
Technology	In years 7-10, students are largely completing theory lessons. Practical tasks / challenges are given as an extra or alternative. Not all will be able to do these depending on resources at home. In year 11 – students are completing coursework without the practical requirement as directed by the examination board.
Science	There is no change to the curriculum, but required 'practicals' are demonstrated

	normally through a video link
Spanish	No change to curriculum although there is less speaking as this is harder to manage online and we cannot speak to every student every lesson.

Section 2: 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:

Secondary school-aged students not working towards formal qualifications this year	Students are expected to complete: • 5 x 45 minute lessons (if live), 1 hour if independent • 5 x 30 minute independent reading • 5 x 30 minutes of homework (1 hour for English and Maths)
Secondary school-aged students working towards formal qualifications this year (Live teaching is prioritised for students taking formal qualifications but is used across all year groups.	Students are expected to complete: • 5 x 45 minute lessons (if live), 1 hour if independent • 5 x 30 minute independent reading • 5 x 60-90 minutes of homework

Section 3: Accessing remote education

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

Your child will access their remote learning by logging into their respective Google Classroom. Teachers have taught students how to access these in school so that they can do this when required.

All students have Google Classroom codes stuck into their Knowledge Organsier and every family is sent their child's timetable and a letter containing information about how to access remote learning provision.

All students have to have a mobile device to complete homework and as a school we have checked with individuals, particularly those from disadvantaged backgrounds to ensure all students have access to one. Where this has not been the case, we have issued one with a home school agreement.

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:

- We have asked families to contact their head of year in the first instance so that we can arrange collection of a mobile device including dongles if needed.

How will my child be taught remotely?

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

- Live online teaching. All students will receive some live teaching with students in years 10 and 11 being taught live for every lesson
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers). Teachers are available for live feedback during these lessons as students follow their normal timetable
- Isca Knowledge Organisers (printed copies have been posted home as well as being available on our website)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences i.e. Sparx and MathsWatch for Mathematics, Tassomai for Science, Quizlet for MFL
- In Core PE, students will have a weekly challenge to complete. Maintaining physical and mental well-being is of paramount importance
- In Technology, students will be asked to undertake a variety of practical challenges
- In Art, students will create a visual journal. A journal that is personal, promotes enquiry, is expressive and allows them to show off their technical and graphical skills
- In Drama, students are being asked to watch pieces of theatre and record their own monologues
- In Music, students are encouraged to use their own instruments to complete tasks if they are able. Students are also asked to listen and reflect rather than 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?

We expect:

- Students to follow their normal school timetable (as outlined above) and to submit work for every lesson (on the same day that the lesson takes place). We also expect students to follow their normal homework schedule. We have posted home Knowledge Organisers as well as making them available on our website.
- Parents to work with us and keep their child in a regular routine, ensuring this mirrors the regular school day as much as possible.
- Parents to communicate with us if they are struggling to access or support their child with remote learning, so that we can provide support.

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

We track engagement daily and have a graduated response to non-engagement / completion of work:

- A Groupcall message will be sent to you, to tell you that your child has not engaged with any remote learning.
- If your child still does not engage, your child's tutor will call you to discuss this and how we as a school can help and support you.
- If your child still does not engage, your child's Head of Year will call you to discuss this with you and to ask your child to attend school the next working day for support

- If your child does not attend school, we will ask one of our attendance officers to visit you at home (socially distanced) to discuss why your child is not engaging or attending school.

How will you assess my child's work and progress?

We use a variety of mechanisms to assess your child's work as we believe it is important to give our teachers the flexibility required to provide regular, high-quality, impactful feedback. These will include:

- A Do Now Activity to begin each lesson. Teachers ask students to mark these and provide them with immediate feedback.
- Students are able to ask questions through the live chat and depending on the size of the class are given permission to 'unmute' and ask questions. The teacher will also question them directly.
- Students complete Exit Cards at the end of each lesson; so effectively complete an online plenary allowing the teacher to see the level of mastery accomplished as well as common misconceptions.
- Teachers provide individual feedback on work submitted.
- Teachers use comment banks so they can provide high-level formative feedback based on examination criteria.
- Students record themselves and upload sound files (MFL / Music) which teachers respond to
- Students take photographs of their work (Art, Technology) which teachers respond to
- Some teachers deliver 'feedback' lessons.

Section 4: 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 in the following ways:

- We record live lessons so they can be watched at a later date and paused if needed.
- We have an online chat to enable students to ask questions of their teachers.
- Our vulnerable students have a keyworker who calls home each week to check how they are getting on.
- We have provided students with 1:1 online support to enable them to better access our provision.
- We continue to run a series of interventions for students during lockdown. These are both 1:1 and 1:3 (these are all recorded).
- We ask teachers to use a buff background on all Power-point slides and shared screens to reduce visual stress.
- We ask teachers to scaffold learning online. For example: chunk tasks, repeat instructions, model using a visualizer where possible, give adequate time for completion of tasks andcheck-in with key students.
- We have homework tariffs in place.

Section 5: 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?

It will not. Your child will follow exactly the same curriculum and can expect the same provision as outlined in section 1.