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.

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?

As soon as pupils are sent home UAH will start teaching to the remote learning timetable shared with parents and pupils in September and available on the school website. This will consist of a minimum of 12 hours Microsoft Teams live lessons and independent work for the remaining timetabled lessons uploaded to the school VLE – Lesson board.

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. Pupils continue to follow their school timetable and study the same lessons each day at home as they would in school. The delivery of these lessons will differ slightly to facilitate home learning and the order that topics are taught may be adjusted to allow for more straight forward topics to be taught remotely.

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	5
Key Stage 5	5

Accessing remote education

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

Live remote lessons will be taught using Microsoft Teams (MST). This can also be used to communicate with staff and access assignments. Help on how to use and access this can be found here.

Independent work for non-live lessons will be set using the school's VLE platform – Lesson Board.

The ICT department also use Google Classroom.

Pupils can download Microsoft Office for free onto the vast majority of devices using this following link

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:

Parents / Guardians were asked to confirm whether pupils had access to devices during lockdown 1, where the majority of issues with remote access were rectified.

If your child is struggling to access their education remotely please contact the school via your child's Form Tutor in the first instance.

Where pupils have no access to a suitable device UAH will endeavor to loan a device – subject to availability.

Where pupils have no access to an internet connection UAH will endeavor to loan a router or dongle – subject to availability.

Where pupils are struggling to use the technology effectively UAH will offer support directly to families using our ICT support department.

Accessing learning remotely is the best way for pupils to keep up with their work and maintain contact with their teachers. UAH will try to support families in accessing this learning. As a last resort, if remote learning issues cannot be rectified, paper copies of work can be posted home. This will be decided upon through discussion with your child's learning coordinator and will only be put in place in exceptional circumstances.

Any assignments posted home can be returned to school for marking by post or by dropping off at main reception. Please make sure it is addressed for the attention of the class teacher. Any post sent to school will be left for a minimum of 72 hours before handling in line with COVID secure guidelines.

How will my child be taught remotely?

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

Students in KS3 and KS4 will be set work for all their normal timetabled lessons.

Live lessons, delivered over Microsoft Teams, will be given for a maximum of three hours per day. This is to try and ensure that young people are only using screens for a healthy amount of time every day. Around half of timetabled lessons will be delivered live.

Work for all other lessons will be uploaded to the UAH (Lesson Board) in accordance with the remote learning policy.

All sixth form students will have all their timetabled lessons taught via Microsoft Teams where appropriate. Most sixth form students receive 15 hours a week of tuition, this will continue during a period of school closure. Students will be expected to use additional hours to complete independent study, as they would during normal periods of school opening. Resources will be posted either on Lesson Board or uploaded to the files section of their subject team.

Departments will use a number of different approaches to setting work remotely. These may include;

- Oak National Academy lessons that relate directly to our curriculum
- Seneca assignments
- Microsoft Forms assignments
- Text books and revision guides pupils have previously been given
- Active Learn
- BBC Bitesize lessons and revision tasks
- YouTube videos
- Printed workbooks posted home
- Kahoot
- Quizlet

Practical subjects may also utilise specialist sites for their departments.

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?

UAH expects pupils to engage with their learning during periods of home learning by;

- Attending timetabled MST live lessons
- Attending timetabled MST assemblies / tutor periods
- Completing independent work and returning work for marking when requested

Parents can support pupils by;

- Helping them organise their day so they know when they have live lessons and when they are completing independent work.
- Encouraging pupils to start work at 9am and follow their normal school day.
- Contacting the school if they have any concerns regarding their child's access to home learning

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

A register of attendance will be kept for each MST live lesson and parents will be informed of non-engagement by text message in the first instance.

Where a pattern of non-attendance is identified form tutors will make telephone contact with parents to discuss the child's barriers to learning.

When appropriate further contact may be made by Learning Coordinator Teams and SMT links.

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:

Pupils will receive feedback on their work in a number of ways.
This could include;
- Direct questioning of pupils during MST lessons to ascertain understanding followed by verbal feedback during MST live lessons
- Whole class verbal feedback
- Written feedback on work emailed or submitted to teachers through MST
- Written feedback on assignments set using Microsoft Forms
- Automatically marked assignments set using Microsoft Forms
- Automatically marked assignments set using other online platforms (e.g. Seneca)

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 work closely with families to support the remote education of students with SEND.
- Those with the greatest need (including those with EHCPs) are encouraged and supported to attend school in person where it is safe to do so. They are supported by Teaching Assistants in their teaching pods.
- Devices such as laptops, and other technology can be provided to enable students to access learning remotely where necessary.
- Teachers adapt their planning and assessment to meet needs of students with SEND when teaching remotely, for example by providing alternative texts, additional structure or scaffolding, and modifying their questioning. Immersive reader is also available through office 365.
- All identified vulnerable pupils will receive regular weekly calls or contact from pastoral staff in the school.
- These contacts will focus on addressing any issues with remote learning such as devices that do not work or difficulties with internet access.
- Contact with parents and carers will also focus on any welfare issues associated with being away from school and with the management of remote learning such as fatigue, poor concentration in online lessons or the need for additional help.
- Pupils with an EHCP and vulnerable pupils will be offered additional intervention via remote learning from Teaching Assistants on a weekly basis by arrangement with parents.
- Intervention sessions will focus on the development of literacy and numeracy skills as well as study skills applicable to remote learning such as note-taking.
- The school SENCOs will audit these intervention sessions and provide additional support to families where a further need is identified.
- The SEND and complex needs team will liaise with the year group teams to address any further issues identified with remote learning. Additional remote learning will be available via IDL online for pupils with SEND.
- We are committed to the principle that no child should be left behind, and we make every possible effort to ensure that remote learning does not adversely impact the learning of students with SEND.

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 the majority of pupils remain in school and an individual is self-isolating pupils will be able to access remote learning through the Academy's VLE – Lesson Board.

Lesson notes and resources are uploaded as a matter of course so any pupil in this position (or absent from school for any other reason) will be able to access their lessons from home.

Please be aware that lesson resources are often uploaded after the lesson so notes made during the lesson are available. This means it may not be possible to follow the school timetable precisely during this time.