



ONLINE AND BLENDED LEARNING OFFER

(Covid response 2020/21)

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?

Following a lockdown announcement the following will occur:

- Parents and learners will be informed of the Lockdown by telephone call.
- The school will confirm that each learner is aware of the log in and user codes required to access the Teams platform.
- The school will confirm that pupils have access to suitable technology and internet connection.
- Where suitable technology is not available the school will make the donation of technology a priority. 'Hard copies' of work will be made available to those refusing a donation or where donation of technology is delayed.

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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, practical lesson such as cookery and construction will be restricted to onsite only (in the first instance), however the 'theory' section of these lessons will be taught online.

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	<ul style="list-style-type: none">• 5 hours Mon, Tue, Wed, Fri• 4 hours Thursday• 1 hour through mentor sessions, tutor calls and meetings with the LA transitions advisor.
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Accessing remote education

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

- TBAP Cambridge uses the Microsoft Teams platform. Readily available online and free of charge.

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:

- Where suitable technology is not available the school will make the donation of technology a priority.
- An internet 'dongle' will be sourced and donated to any child who does not have a stable internet connection.
- 'Hard copies' of work will be made available to those refusing a donation or where donation of technology is delayed.
- Where 'hard copies' of work have been requested the school will implement a system of work being dropped off at home and collected for marking. This should occur on a weekly basis.
- If a pupil completes all set work ahead of the weekly collection, parents can notify the school and the next pick up/drop off will be moved forward.

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:

- Live teaching (online lessons). These will form the majority of online teaching.
- Recorded teaching.
- Printed paper packs produced by teachers. Where appropriate teachers will create and send out printed materials
- Long-term project work with a focus on PE and Home cooking skills in this area.
- Most 'homework' will be uploaded by individual teachers within their lesson platform. This work can be completed and returned via 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?

- It is expected that pupils will log on and access all of their online lessons each day during lockdown.
- Where a pupil is not present in an online lesson the school will contact home to find out why.

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

In this section, please set out briefly:

- Engagement in lessons will be monitored by the individual teacher and this will be overseen by the Director of Learning.
- Positive engagement and also concerns over lack of engagement and attendance will be reported back to parents by the parents preferred form of communication.

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:

- Individual lessons will receive general feedback via the Teams platform.
- Verbal feedback is immediate and informs learning and this is planned based on how each learner best learns (targeted questions).
- Learners will receive individual feedback via the chat function on Teams.
- Work and assignments that are handed in will be marked using the DIRT marking method.
- Online quizzes and tests with instant feedback will also be used.

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:

- TBAP Cambridge and our teaching staff are acutely aware of the individual needs and barriers to education that our learners have. Our teachers will continue to use the data generated at induction and throughout the school year in order to best support our learners.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school learners have full access to the full curriculum as outlined above.