

## **Turton School 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?**

Teachers will set work on Teams, in your child's lesson groups, for them to complete. This would normally be available by the second day at the latest.

### **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 subjects may not be able to offer the same experience to the students as they would have done in school. However all curriculum content will be covered.

### **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 5	Normal timetable will be followed, with students expected to register on Teams at 8.50am and work set for each lesson on Teams assignment or as a live lesson over Teams.
Key Stage 3 and 4	Students will follow their normal timetable for periods 1 to 5. Lessons will be set on Teams and we expect students to follow the timings of the school day. Form time will be held once a week from 8.50-9.10 during the assembly time. Form tutors will check in regularly with students.

## **Accessing remote education**

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

Your child has access to Microsoft Teams, where work will be set on assignments. Students are allocated to the classes they have on their timetable. Students also have the chat facility to communicate with their teachers and pastoral staff. Students with additional learning needs will be supported by their keyworker.

### **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 have a limited number of laptops which are allocated to our students as the need arises. We are accepting donations of laptops; please drop these at the school main reception between 8am and 3pm on weekdays and we will be able to share these with students who are struggling with access to remote education. We have some sim cards with data which we can provide to students to help enable an internet connection. All enquires about laptops and sims cards should be made to Cathy Bach [bachc@turton.uk.com](mailto:bachc@turton.uk.com) .
- Students can access any printed materials needed if they do not have online access. Please contact the appropriate head of year to arrange this.
- Students can submit work to their teachers on paper if they do not have online access. Please contact school on 01204 333233 to arrange this.

## How will my child be taught remotely?

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

Students will be taught using Microsoft Teams.

There will be a range of remote teaching approaches:

- live teaching (online lessons) via Teams.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets) if a student cannot access Teams.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, quiz apps.
- Students produce extended writing pieces using Teams and other interactive software.

## **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 access their work each day, preferably at the times they would have lessons when they were in school. We expect students will submit work as requested by their teachers.
- We hope that parents will encourage their child(ren) to follow the timings of the normal school day. This will help students to maintain a routine similar to that of a normal school day, which will benefit positive mental health and help the students to settle back into school as they return after a lockdown period. Parents are encouraged to contact school if they have any concerns. Form tutors are the best place to first make contact.

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

- Teaching staff will note who has attended their lesson and / or completed the work set. They will message students who have not attended, contacting parents if they have no response or have any concerns. In addition parents will receive a report every month of remote teaching, detailed their child's engagement with remote learning. This will be categorised as All/ Most/ Some/ None work completed.
- Students who have not logged onto Teams regularly will be contacted, along with their parents. Form tutors will make contact with each student at least fortnightly. Students who are LAC, who have children's services involvement, where there are pastoral concerns or who have been working with a pastoral mentor will be contacted at least weekly, often more, by a member of the pastoral team. Students with an EHCP or a keyworker from learning support will be contacted daily by their keyworker.

### **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:

- Staff will be able to comment individually on work submitted to them.
- Students should have feedback weekly or after 4 lessons, depending on the frequency of their lessons in each subject.
- Students may receive whole class feedback via the class chat on Teams.

## **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 will continue to work closely with families to deliver remote education for pupils with SEND. Students with a key worker will have regular contact with the keyworker, who will support them to access work and submit work. Teaching assistants will attend the lessons which would normally be on their timetable, in order to support the students with their learning.
- Review points, such as the annual review for EHCP will continue to take place remotely.
- A bespoke provision will be in place for those students who have been offered a place in school. This will be within the learning support department.

## **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?**

When students are self-isolating and the majority of their peers are in school, staff will be notified daily of the students self-isolation. Staff will be expected to set work for the students who are self-isolating via Teams or via an email message. This work should reflect the lessons delivered to the students who are in school. Work will be marked via email or Teams, as is done for the students in school. Students are expected to follow their normal timetable at normal times, if they are well enough to do so.