

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?

Ripon Grammar School will make the switch to remote learning as soon as possible and it is anticipated that education will commence through Microsoft Teams as soon as possible. This may initially involve work being set to be completed independently but it may also include "live" lessons. Students will access this work through their Office 365 account and they can contact the School for support if they are unsure.

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. The "normal" school timetable will be followed although we may reduce the quantity of homework. As stated in our remote learning policy, For the purpose of providing remote learning, the school may make use of:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, BBC materials)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

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	Y7-9: approximately 5 hours a day Y10-11: approximately 6 hours a day
Key Stage 5	As appropriate – subject to timetable

Accessing remote education

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

Microsoft Teams (accessed through student Office 365 login)

All other tools will be referred via this 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:

The Remote Learning Policy states Students will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

Students and parents / carers will be required to maintain the upkeep of any equipment they use to access remote learning resources

Where necessary, a student may be provided with school-owned equipment, the student and their parent / carer will sign and adhere to the school's Online Safety/Acceptable Use Agreement prior to commencing remote learning.

Access to site will be provided as necessary.

How will my child be taught remotely?

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

For the purpose of providing remote learning, the school may make use of:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, BBC materials)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books students have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

- how we issue or lend laptops or tablets to students, and where parents or carers can find more information
- how we issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information
- how students can access any printed materials needed if they do not have online access
- how students can submit work to their teachers if they do not have online access

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?

All schoolwork set through remote learning must be completed and, when requested, handed in via the Microsoft Teams platform.

The school expects students and staff to maintain a good work ethic and a high quality of work during the period of remote learning.

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

Teachers will monitor the academic progress of students with and without access to the online learning resources and discuss additional support or provision with the Headmaster as soon as possible.

Students are accountable for the completion of their own schoolwork – teachers will contact parents / carers via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

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:

Teachers will monitor the academic progress of students with and without access to the online learning resources and discuss additional support or provision with the Headmaster as soon as possible.

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:

Teachers will monitor the academic progress of students with SEND and discuss additional support or provision with the SENCo as soon as possible and on an ongoing basis.

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?

The school will continue to operate a blended learning experience and deal with students on a case by case basis. A list of students affected by Covid is circulated daily so it is important that parents/carers keep the school up-to-date.

If a student is unwell and unable to work they will be to follow the usual process for unwell students and catch up work at a proportionate rate when well.

If a student is well then work will be set for completion and where possible and appropriate invited to attend the lesson as “live” although this is not an expectation for individual students. If more than 25% of the class is affected then a lesson will be run as “live” for the whole class.