The King's 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 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 of pupils being sent home?

Secondary school pupils should be able to immediately access a full timetable of live lessons via Microsoft Teams. Any pupils new to the school may need to come on site to collect textbooks and other resources that they will need.

Primary pupils are recommended to use the first day to take time to read, learn their current spellings and practise times tables (in Key Stage 2). They could also review their learning to date, in preparation for the lessons to come. Where time permits, teachers may be able to begin our live lesson timetable on the first day, depending on the notice given of the remote learning, as they will need to be preparing packs of work for the pupils.

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 will 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, PE lessons cannot be taught in the same way as they are on site, but our PE staff will send ideas of activities and keep-fit challenges to the pupils and be available to support them. Cookery lessons will continue in Secondary, with recipes being demonstrated and sent to do at home. This will not be available in Primary, where the pupils need much more hands-on input and guidance. Lessons such as Music will continue on the timetable, but the content will be adapted to suit the context of a live but remote lesson.

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 1 & 2	Each Primary class will have two one hour 'live' slots per day with their teacher, one in the morning and one in the afternoon. In addition, they will be given one piece of set 'independent' work each day, expected to take approximately an hour. They should read for a minimum of 20 minutes every day and learn their spellings regularly.
Key Stage 3 and 4	Secondary pupils will have a full timetable of live lessons, covering their usual timetable of 6 x 50 min lessons per day.

Accessing remote education

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

Years 0-4 will access their live lessons on Zoom, which can be accessed via a web browser or by downloading the app (free). Each teacher has their own link, consistent for every lesson. A list of links will be emailed to parents.

Years 5-11 will access their live lessons on Microsoft Teams, where they can also access the full Microsoft 365 suite to support their learning. Pupils have their own individual school login for Microsoft 365, so they just need access to a reliable web browser and internet. They can download the Teams App for free to enhance their experience of using it.

Independent work in Primary is emailed to parents using our Engage MIS portal. Years 5 & 6 may also be sent work via Teams and can access support from their teacher in the chat. Secondary teachers may also use the Engage timetable and work sharing functionality, although most of the provision is offered via Teams.

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 several laptops for pupil use. These can be made available for pupils in the Keyworker/Vulnerable children group at school or made available for pupils working at home. Our IT manager will set them up on site to enable access to school logins when offsite and they can either be collected from school by arrangement or we may be able to deliver them locally.
>
> Our IT manager is also available to offer help and advice when families have connection issues and to try and help resolve problems.
>
> Packs of worksheets will be prepared at the start of the remote learning time to support the Primary programme, to reduce the burden of printing at home. These can (ideally) be collected from the school site at the allocated time or we may be able to post them in exceptional circumstances.
>
> Much of the work in Secondary is textbook based, so there is less need for printing, but where subjects do use a significant amount of printed sheets that pupils need to write on, staff will prepare these at school and send them out to pupils.
>
> Pupils who are unable to access remote learning due to no internet at home, and we are not able to help the parents resolve the situation, will be considered vulnerable and offered a place at school to access the learning on the school site.

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 that all pupils will engage with the remote learning as if they were in school. For Secondary pupils this will mean following a normal timetabled school day and we would ask parents to support their child by ensuring they are following good routines of getting up in good time, having breakfast etc, and being ready to start lessons at the usual time of 8:50am. We would also ask that, where possible, other distractions are removed or restricted during lesson time.
>
> We recognise that Primary pupils will need more support at home, especially the younger ones, and that parents may need some flexibility in how they manage the day. We have prepared the live lesson timetable to try and avoid clashes for siblings, who may be sharing access/devices at home and would ask that parents try, as best they can, to help the pupils access the live lessons at the appointed time. Independent work can be done at a time that suits the family routine.

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

Our effective and open communication with parents remains in place during remote learning. Pupils have daily live contact with their teachers. They will also be asked to hand in some work for marking and assessment. Where teachers have concerns about a pupil's lack of engagement with the lessons or work, they will email parents through Engage. In Secondary, it may be more appropriate for this to be done via the Head of Secondary, so that any patterns can be picked up if they exist across several subject areas.

Likewise, we welcome communications from parents using email or Engage and would ask that any concerns are brought to us early on so that we can work with you to resolve any issues.

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:

Years 5-11: The Teams platform allows for easy transference of work between pupils and teachers. There is a simple to use feedback function, where it is even possible to add marking rubric to ensure specific feedback is given. The effectiveness of the assignment system is dependent on pupils keeping up with their assignments and handing them in on time, so we would encourage parents to support their child by looking at their Teams profile daily and discussing any due assignments with them.

Teachers will also be using the quiz function on Teams, along with our usual range of end of topic tests, to help assess learning and progress.

Years 1-4: teachers will be constantly assessing understanding and progress through verbal interaction and pupil self-marking in live lessons. They will also ask for some pieces of work to be scanned or photographed by parents and sent via email, particularly at the end of teaching units.

Foundation class parents (Reception) will continue to be involved in their normal uploading to the online Tapestry Learning Journal.

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 those 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:

For pupils who cannot access the work at home without extensive support, we will either discuss how the parent(s) can support their child, and give them help and advice with this, or make a space available at school for on-site provision, considering the pupil to be a vulnerable child.

Our SEN provision of small group or 1:1 work in Secondary school continues as per their normal timetable, and we will focus on supporting their remote learning during some of these sessions.

Primary and Secondary pupils accessing online teaching programmes such as Spellzone will be able to continue to access these from home.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the provision of remote education 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?

In Secondary school, teachers will try and connect live via Teams so that pupils can access their full timetable as described above.

In Primary school, work, in line with what is being taught in school, will be sent home to parents via Engage. Where possible we may be able to connect live to pupils at certain times in the day and this can be discussed on an individual basis with the class teacher at the time of self-isolation.