

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 if 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?

We will endeavour to mirror your child's regular timetable as much as possible. Where remote learning must take place at short notice, it may take the first day for staff to plan appropriate materials and for any work packs to be assembled for posting out. In such circumstances, teachers may set more informal tasks and activities while the more formal remote learning curriculum is set up.

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?

At Fortis, our remote learning approach is that students are offered either a live, or pre-prepared/recorded lesson during their usual, timetabled lesson slots. We teach the same curriculum remotely as we do in school, and so students should be available and prepared to begin their lesson (and access the set materials) in line with the usual school day and lesson timings. With the current COVID-19 timetable, this is 3 'double' lessons per day over a two-week timetable.

For Key Stage Three, work packs are also sent home and these form part of a blended learning approach and supplement the online materials provided by teachers.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

At Fortis, we have adopted a graduated approach to remote learning across the year-groups, splitting lesson time between more formal teacher input/pre-prepared content and time for students to work independently on the tasks set. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Year group	Online Instruction* from Teacher	Independent follow-up tasks (remainder of the lesson time)	Total remote learning time (hrs per day)
7	Minimum 30mins	Up to 70mins	5
8	Minimum 30mins	Up to 70mins	5
9	45mins	Up to 60mins	5.25
10	60mins	60mins	6
11, 12, 13	60mins	60mins	6

** Online instruction may be via a live lesson or found in pre-recorded materials.*

Accessing remote education

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

All materials are set up on Microsoft Teams and/or e-mailed out by your child's teacher. Some staff will also utilise other online material (such as SENECA, GCSE PoD), but where this is the case, instructions are provided.

We have used Edge (form tutor) time to show students how to access Microsoft Teams and their lesson resources. We have also provided training to all teaching colleagues to ensure that the remote lessons run smoothly and professionally.

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 run an ambitious programme to equip all students with devices where these were not available at home. We also provide physical work packs for Key Stage Three groups and so all students should be able to engage with any remote learning. All physical materials are posted out to prevent parents/students needing to collect these during times of national/regional lockdown.

How will my child be taught remotely?

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

As outlined above, we run both live and pre-prepared lessons and this is decided by the teacher based on the needs of their class and levels of engagement. However, we also use a range of materials available on the internet to supplement lessons.

Some examples of our remote teaching approaches:

- live teaching (online lessons via Microsoft 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)
- textbooks and reading books pupils have at home/posted home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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 all students to engage with remote learning both during periods of lockdown, and also for individual cases of self-isolation. Staff will take note of engagement for every lesson, and this is formally logged fortnightly for Edge tutors and pastoral teams to follow up.

As parents, we appreciate that having your child at home may be difficult if you are also having to work from home or manage several children with their remote learning demands. We appreciate your support in ensuring:

- The normal school day is followed in terms of lesson timings
- Work is completed and submitted to the teacher
- Students have a calm and supportive environment to work in

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

If a child fails to engage, the following process is adopted:

- Teacher keeps their own record of failure to engage and e-mails the student (copying in the parent) to highlight that they missed a lesson.
- Fortnightly, the teacher logs an engagement score and this is sent to Edge tutor
- The Edge tutor makes phone-calls home for all students where engagement is insufficient in several subjects.

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:

Some lessons will utilise instant feedback, where quizzes are set up to submit answers and provide a score/number of correct answers instantly. Where teachers ask for student work to be submitted via word documents or images of work in books, this will be viewed at least weekly with feedback provided either to the individual student or class (depending on the nature of the activity). This feedback will take the form of a 'What went well' (highlighting key strengths in the work) and 'Even better if' (areas to work on for next time).

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 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:

Our safeguarding and SEND teams are working closely with all families where additional support is needed and this support is always bespoke to their individual needs. The inclusion team are making weekly welfare calls to check students are safe and well, as well as discussing any additional support students and parents may need with both accessing the work and also their general wellbeing. This may take the form of support for students in accessing devices/technology via conversations over the phone/over Teams. Teaching staff are modifying work to ensure access to all and providing both 'live' and 'recorded' lessons to ensure all SEND students can access their Education. In addition, Teaching Assistants have been allocated to support a specific year group and will be modifying any work sent out by departments to best meet the needs of students with Special Educational Needs and Disabilities.

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 for teachers of teaching pupils both at home and in school at the same time.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

In these instances, teachers will e-mail work to the students to ensure that they are able to still engage with the lesson materials and not fall behind their peers.