

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?

All students at LVS Hassocks are set up on Microsoft Teams and are placed into various 'Teams' for the subjects which they study on their timetable. Students are able to access the work which mirrors as closely as possible the work being conducted in class by peers.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- 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, PE lessons and food technology lessons will look different with individual challenges being asked for completion.

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	Work would have been set for the entire week, which we believe should take approximately 3 – 4 hours to complete per day, however we recognize the different needs of our students and that for some being at a computer for this length of time will need to be broken up with more physical activities and what is possible to be done within the home whilst other siblings are also being home schooled.
-------------------	--

Accessing remote education

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

TEAMS is the predominate use for accessing educational work.

Zoom / Teams will be used for the provision of Therapy sessions.

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:

Students who do not have access to tablets / laptops can access work via it being posted home to them via Royal Mail. This will be done weekly, with a self addressed envelope included to enable them to send the work home.

Tutors will make phone calls weekly and where a child has 1-1 support this will be daily contact.

How will my child be taught remotely?

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

- live therapy sessions (online lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Work uploaded on TEAMS
- Weekly sessions with tutor / LSA (those with 1-1 will have daily conversations with a staff member)
- Home Visits where appropriate
- textbooks and reading books pupils 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

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?

In this section, please set out briefly:

- We expect students to complete as much work daily as possible based upon their ability and level of independence. The level of support will vary depending on the pathway the student is undertaking. We do expect students to engage in the weekly tutor contact.

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:

- We will check in daily with the work expected to be completed
- Close contact with home will be undertaken to ensure support.

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:

In this section, please set out briefly:

- Feedback will be provided via TEAMS
- Postal work will have written feedback provided.
- Tutors will provide feedback in weekly contact sessions.

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:

- - Weekly tutor sessions
- -Online therapy sessions
- 1-1 to receive daily contact
- Differentiated work

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?

There is no difference to their remote education if they are working from home due to isolation than if they were remote working for other reasons.