

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?

When an individual student is sent home during a school day to self-isolate, the school will endeavour to ensure work is provided for the lessons missed on that day. Teaching staff will set work via Show my Homework for students in years 7-9 and if this is not possible, Year Managers will assist in collating work that could go home with the student, for example worksheets and textbooks. After the first day of absence, work will be set via MS Teams or Show My Homework, equal to what the students are studying in school.

In year 10-13, a self-isolating student can immediately re-join their lessons from home using MS Teams.

If a whole class, year group bubble or entire school community are required to self-isolate, then the school will immediately switch to online learning through MS Teams, with students expected to attend lessons as set out on their timetable.

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?

The key aim of our high quality digital remote education is to be able to deliver our full outstanding school curriculum, so that students know more and remember more. Subject Middle Leaders have been reviewing their curriculums across years 7 to 13 and have decided what content should be taught online right now. When students return to school the other components of the curriculum will be delivered, so that no student falls behind or is not taught the full content.

Students will be taught the same curriculum they receive in school, as set out on their school timetable, including Personal Development Time. Some subject areas will require adaption, particularly the practical subjects such as Physical Education or Design and Technology.

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	5 hours per day, which may not all be live teaching
Key Stage 5	Teaching equivalent to their school timetable for the courses they study

Accessing remote education

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

The Compton School has been integrating existing systems to Office 365 over the past year and therefore we have continued to take advantage of this suite, as well as existing staff and student knowledge. Our primary delivery platform for workflow is MS Teams, alongside some of our existing communication platforms such as Show my Homework.

We have looked to keep our lesson content as simple as possible, both to generate and view. Therefore, software such as Microsoft PowerPoint has been extensively used; this has reduced unnecessary teacher workload and is accessible by all students through their Office 365 school accounts.

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 Compton School has a needs system in place to ensure students in need of a laptop or router have access to one.

The school is proactively contacting the parents of all children who are identified as FSM to identify whether they are in need of a laptop and ensure they are given access if they meet the criteria. The school has a ranking system for distribution, but we do consider each individual case depending on circumstances too. Please contact your child's Year manager in the first instance to discuss your needs.

The ranking system used is as below:

- FSM, no laptop or pc or tablet at home
- FSM and 1 laptop between multiple siblings (with one sibling in year 11 or 13)
- FSM and 1 laptop between multiple siblings
- Any other students requesting a laptop

The school is also currently exploring whether children are in need of access to the internet as we are able to apply for funding to support extra data or a 4G router. Again, please contact your child's Year manager in the first instance to discuss this further.

Teaching staff are aware of students who may not be able to submit their work online and have put other arrangements into place. Please always instruct your child to let their teachers know privately if you ICT arrangements at home change or are proving to be difficult. Should it be required our teaching staff can provide printed materials to take the place of the digital online learning, so that no child is disadvantaged.

How will my child be taught remotely?

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

During an extended period of school closure, The Compton School anticipates it will be able to seamlessly transfer to a remote digital education.

We are striving to replicate our high-quality teaching online, with the same high expectations on both our teachers and students. A great deal has been learnt since the first lockdown about how teaching and learning is delivered online. Our teaching staff understand the importance of **variety**, when planning their lessons so that students are not simply sitting in front of their devices for five to six hours a day.

Some lessons will be 'live lessons', and some will be 'live recorded lessons'. Others may only have a limited teacher input, followed by independent work; some may require group work; others may require students to watch content from external sites such as Oak National Academy or BBC iPlayer.

Lessons in all key stages will not have an over-reliance on long-term project work or complete lengthy internet research projects.

We are very aware that it is harder for students to concentrate when being taught remotely, so in every lesson taught live we are dividing content into smaller chunks, modelling more and doing more retrieval practice to consolidate learning. The Department for Education is very clear that live lessons are not always the best lessons, they do have some advantages, but they should be part of a full range of approaches and this is the direction being taken at The Compton School.

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?

It is harder to engage students when they are not in the classroom with their teachers; and, as a school, we are very aware of the other distractions that can occur in the home online learning environment. This is partly why we are so passionate about believing in the variety of learning experiences a teacher should deliver. We also believe that learning should be enjoyable and our teaching staff will endeavour to ensure that our students enjoy their learning, even in this most challenging of times.

As a school we are totally committed to removing any barriers to students not accessing online learning and we are actively seeking to always understand issues when they arise. The importance of the three-way partnership between the school, the parent and child has never been greater than right now. Parents can support their child's learning in the following ways:

- Organising their child in a quiet room or area to reduce background noise and allow them to concentrate.
- Parents should check their child's timetable (now available on Show My Homework) and ensure that their child is attending and participating in their lessons throughout the school day.
- Parents should consider the background where their child is sitting and ideally ensure that it is plain and blank. It should not include any personal information (i.e. family photos).
- Parents should ensure that their child is wearing appropriate clothing for these sessions.
- Parents should not record, share or comment on public forums about individual teachers.
- Parents should be aware that all sessions will be recorded by the school for safeguarding purposes.
- Parents should engage with the parent survey to share their views on how well the school is providing their child's education remotely and share how it could be improved.

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

Attendance in lessons is obviously critical and during this period all the usual school expectations around high attendance exist. All Compton teachers log attendance in lessons every day using the SIMs and this data is analysed by the school Attendance Officer who reports to a member of the senior team. This register is circulated to Key Stage Leader and Year Managers daily so that any absences can be addressed immediately with parents and carers.

As discussed below, teachers are proactively asking more questions in the online learning environment and asking students to complete numerous short tasks in lessons, so they can check that the students are engaging with the lesson content.

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:

At the heart of our digital remote learning strategy is the belief that learning is not fundamentally different when done remotely. Feedback and assessment are more of a challenge online, particularly delivering immediate feedback to students. Teachers at The Compton School have found many clever ways to do this; immediate feedback is being given through chatroom discussions, MS Forms, low stake quizzes and live one to one questioning. More detailed formative feedback is being facilitated by software such as OneNote Class Notebook and in the usual way through Show My Homework, after students have uploaded their work. Summative assessment or how a student performed in a test or exam, is also being delivered in traditional ways such as teachers marking assignments, but also through the new emerging online platforms such as Seneca.

Students will be receiving daily feedback on how they are performing in their lessons from their teachers. More detailed extended feedback will be given by the teachers depending on the key stage and working being covered at that time. Typically, extended feedback is given every three weeks, with more frequency in subjects that have more lesson hours.

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 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. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in a number of ways. The Curriculum Support department and Teaching Assistants will provide support to EHCP and key SEND K students as follows:

When assisting with remote learning, teaching assistants will be available during usual working hours. Where appropriate, when there are individual students self-isolating or during full school closure the students' TA key worker may organise an MS Teams call to check in with them.

The Curriculum Support department will have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.

TAs will also work with the class teacher to personalise and differentiate resources further for their key students so that the work is accessible. TA's will also support the class teacher with MS Teams calls and if necessary, lead a 'break out' group so that more personalised support can be offered, as well as conduct check in calls.

Where the TA's main role is in offering 1-2-1 and small group interventions outside of the classroom, these will also be delivered via MS Teams where possible.

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?

In Years 7 to 9, teaching staff will set work via Show my Homework or MS Teams for students to complete independently. Teaching staff will routinely make contact with the students to ensure they understand how to complete the work and these staff can be contacted by the student, if they are unclear about any aspect of their work using Show my Homework.

In years 10 to 13, a self-isolating student can immediately re-join their lessons from home using MS Teams. The classroom teacher will be made aware of this and will share their classroom screen, so it can be seen at home by the self-isolating student.

This type of absence is the most challenging for the school to overcome as the teachers cannot be in two places at the same time. We hope that parents do understand this, and we will endeavour to do all we can during this 10-day period of enforced isolation. When the child has returned to school, their class teachers will ensure any work missed is caught up.
