MOULSHAM HIGH SCHOOL

REMOTE LEARNING PROVISION 2025-6

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 to remain at home.

The remote curriculum: what is taught to pupils at home

A student'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 always aim for work to be set following their usual curriculum and timetable. In the first instance this will be set and uploaded to Satchel One.

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?

- Our objective will always be to teach the same curriculum remotely as we would be doing if pupils were in school. However, there may be a need to make some adaptations in some subjects. For example, some subjects may need to revise the order in which certain topics are taught and those with a practical element (i.e F.T., D.T, drama, art, music, P.E. and science) may need to focus more heavily on the theoretical aspects of their courses until access to specialist equipment and resources is possible.

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	• 4 hours
Key Stage 4	• 5 hours
Key 5	• 5 hours

Accessing remote education

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

- Teachers will use Satchel One to provide pupils with all necessary resources such as worksheets, PowerPoints and mark schemes.

- Pupils will be able to access all live and pre-recorded lessons using Microsoft 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:

- Possible provision in school if necessary. Parents should contact the relevant Standards and Progress Leader if they wish to discuss this option.

- Supplying paper copies of work and resources that can be collected from a designated area outside Reception and returned there when completed. Parents should contact the relevant Standards and Progress Leader to arrange collection and drop off.

- Providing digital access where this is difficult at home – laptops, SIMS cards and dongles may be provided upon request. All parents/carers receive a letter asking them to contact a designated Assistant Headteacher if they wish to discuss this option.

How will my child be taught remotely?

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

- Live teaching (online lessons).

- Pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).

- Printed paper packs produced by teachers if needed (e.g. workbooks, worksheets etc.).

- Textbooks and reading books pupils have at home.

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, e.g. Maths watch.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- It would be helpful if parents and carers could support their child by ensuring that they have somewhere quiet to work and providing them with a structured daily routine.

- We recommend that pupils work a normal school day, following their timetable in the order in which they would usually have their lessons.

- It is also important that parents and carers monitor that pupils are having regular screen breaks. We ensure that there are 5-10 minute breaks between each live lesson to enable students to leave their screens.

- If a parent or carer is concerned about their child's engagement with remote learning, they should contact the appropriate Standards and Progress Leader.

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

- Registers are taken during all live lessons and recorded by the school attendance officer. These are analysed daily by the Standards and Progress Leaders and the Sixth Form Team who contact parents/carers if there is a concern. If the student receives Pupil Premium funding, this contact is made by the Assistant Headteacher responsible for the Pupil Premium. The SENCO contacts the parents of SEND students.
- Subject teachers also monitor the completion of tasks daily via Satchel One and TEAMS Assignments. If there is a concern, subject teachers e-mail the student in the first instance. If the student does not respond within twenty- four hours and/or there remain concerns, the teacher refers the matter to the relevant Standards and Progress Leader/Sixth Form Team or the Assistant Headteacher responsible for Pupil Premium students or the SENCO as appropriate. The senior member of staff then contacts the parent/carer.

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:

Pupils will receive feedback through the following forms of assessment:

- Quizzes.
- Self- assessment with marks fed back to the teacher.
- Satchel One.
- Maths Watch, Seneca.
- Teams assignments, forms and polls.
- Office 365 e-mail conversations.
- Formative class / 1:1 verbal feedback during live lessons
- Detailed, written feedback in line with the school's Marking and Assessment Policy.

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 work with parents and carers to support those pupils in the following ways:

- Each ECHP pupil has a key worker who has daily contact with them and is able to offer support if difficulties occur.

- Where it is not possible to support ECHP pupils with remote learning at home, they may be offered a place in school.

- Some SEND students receive regular (daily, three times a week or weekly depending on need) phone calls from their Standards and Progress Leaders / Pastoral Managers.

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?

- Provision will be in line as described in the rest of this document. Teachers are informed of pupils who are self-isolating on their first day of absence from school and provide live or recorded lessons from at least day two.