



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?

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

We will switch to remote, live lessons with immediate effect – the academy has been preparing the technical requirements for this eventuality since September. Students will follow their normal school timetable, with lessons be delivered online by the class teacher. The normal school curriculum will be followed, with minor adaptations where the transfer to online learning make this necessary.

Students will be taught in their usual class groupings – there will be no mass teaching. In the overwhelming majority of cases, lessons will involve live teaching. Where necessary, such as in the case of a short teacher absence, recorded lessons or other relevant work, including resources provided by Oak National Academy will be set either in the relevant Microsoft Teams class area, or, if technical issues prevent this, via Show My Homework. For longer absences, an alternative member of staff will be allocated to teach the group or students will be re-allocated to another class being taught at the same time.

Students will be able to see scheduled live lessons on their calendar in Microsoft Teams. If there are unforeseen technical issues, teachers will post details of tasks for students to complete on Show My Homework whilst our team of IT Technicians work to solve the problem. Students should expect work for each lesson on their timetable each day.

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 teach the same curriculum remotely as we do in school wherever possible and appropriate – this is primarily facilitated by students being taught in the same groupings as they are in school, and by the same teacher. However, we may need to make some adaptations in some subjects. For example, the practical element of some subjects may be adapted to suit remote learning, primarily for health and safety and resource reasons.

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:

Secondary school-aged pupils not working towards formal qualifications this year	<p>Secondary school-aged pupils not working towards formal qualifications this year will have a core offer of approximately five hours, which the student may elect to extend by participating in super-curricular activities. The core five hours will comprise:</p> <ul style="list-style-type: none">- a twenty-minute daily form time incorporating a range of activities designed to enhance students' personal development and sense of cultural capital.- a weekly whole-year group virtual assembly, held during form time.- five live or recorded lessons of approximately 45 minutes each, following their usual timetable and curriculum.
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	<ul style="list-style-type: none"> - follow-up and home learning activities related to the student's learning in class. - encouragement to engage in super-curricular activities, such as Accelerated Reader and additional learning experiences offered by a range of platforms, including Oak National Academy, BBC televised provision and National Theatre online performances. Such activities are above and beyond standard curriculum provision and the core offer of five hours.
Secondary school-aged pupils working towards formal qualifications this year	<p>Secondary school-aged pupils working towards formal qualifications this year will have a core offer of approximately five hours, which the student may elect to extend by participating in super-curricular activities. The core five hours will comprise:</p> <ul style="list-style-type: none"> - twenty-minute daily form time incorporating a range of activities designed to enhance students' personal development and sense of cultural capital. - a weekly whole-year group virtual assembly, held during form time. - five live or recorded lessons of approximately 45 minutes each, following their usual timetable and curriculum. - follow-up and home learning activities related to the

	<p>specifications being followed by the students.</p> <ul style="list-style-type: none"> - encouragement to engage in relevant super-curricular activities, such as bespoke Saturday revision workshops facilitated by Plume Academy and delivered by specialist external providers, BBC Bitesize, lessons offered by Oak National Academy and access to National Theatre performances online. Such activities are above and beyond standard curriculum provision and the core offer of five hours.
Sixth-Form Students	<p>Sixth-Form students will have a core curriculum offer of approximately five hours, which the student may elect to extend by participating in super-curricular activities. The core five hours will comprise:</p> <ul style="list-style-type: none"> - a weekly hour-long tutorial period containing incorporating a range of activities designed to enhance students' personal development and sense of cultural capital. Support for UCAS and relevant job applications is also offered in this time. - a regular whole-year group virtual assembly. - the full allocation of teaching periods that a sixth form student would follow were they attending the academy in person.

	<ul style="list-style-type: none"> - follow-up and home learning activities related to the specifications being followed by the students. - encouragement to engage in relevant super-curricular activities in each subject area, such as recorded lectures in specialist subject areas and participation in university-level open online courses (MOOCs). Such activities are above and beyond standard curriculum provision and the core offer of five hours.
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Accessing remote education

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

Students will learn remotely following their usual timetable using Microsoft Teams. Lessons will predominantly be live, but a small number will necessarily be recorded. Live Lessons will be approximately 45 minutes long. Students will follow their usual timetable. Recorded lessons will be posted in the class team area for students to access. These can be accessed using a variety of devices and technical support is available at teamssupport@plume.essex.sch.uk.

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:

All live lessons are recorded so they can be accessed after the scheduled time in the class team.

Should students not have access to a suitable device or have difficulty accessing wi-fi please contact j.frost@plume.essex.sch.uk as it may be possible for the academy to loan technology, including laptops and routers.

Plume Academy is fortunate to have received -via central government and local authority schemes- a number of laptops and similar devices to loan to students for the purposes of being able to join online lessons remotely. It is also making every effort to deploy all of its available in-house resources to students in need of technology. These resources will be fairly allocated following a careful analysis of need. Where the number of students requesting a laptop exceeds the total number of available devices, a waiting list will be created, with laptops being reallocated as soon as they become available.

Where necessary, student work packs can be printed for students. These can then be returned to the academy by post or via Cambridge Road Student Reception to be distributed to the appropriate teacher. Please contact j.frost@plume.essex.sch.uk should your child need printed work.

How will my child be taught remotely?

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

This will include:

- live teaching (online lessons) via Microsoft Teams
- recorded teaching by the class teacher
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- 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?

Students should aim to attend every lesson including tutor time.

It is important for students to have a routine when working at home, and where possible a quiet space to work. In accessing online learning, being closer to the router and limiting other Wi-Fi usage can improve the reliability of internet connection. Students should be encouraged to safely shut down their computer or device at the end of each working day. Restarting the computer regularly in this manner will also ensure optimum connectivity on Microsoft Teams.

Please do discuss your child's day of learning with them, and congratulate them on their efforts and their resilience in adapting to this relatively new way of learning. Parents can also greatly enhance their child's ability to concentrate by ensuring they remain well-hydrated throughout the day.

Lessons have been purposely shortened from one hour to approximately 45 minutes to facilitate student and staff wellbeing. Please do encourage your child to take a break from the computer screen when a lesson ends. Please do encourage them to spend some of their break times outside, and to take regular light exercise, observing the relevant government social distancing guidelines that are in place at the time.

The provision of paper, pens and files will also enhance your child's ability to learn. Students at key stage four and five can arrange an appointment, by telephoning the academy, to collect their books and files from our Fambridge Road Campus.

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

Student attendance and engagement will be monitored daily. Where there are attendance and/or engagement concerns, members of our pastoral support team will contact parents/carers to see how the academy can provide further 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:

- During online lessons whole-class feedback will provide opportunities for students to self-assess and there will be individual feedback via the chat feature or through polls and quizzes.
- Where appropriate, teachers may pose relevant questions and follow-up questions to individuals or groups to assess understanding.
- Where independent tasks are set, feedback will reflect the nature of the task and subject. Feedback will be timely and is designed to help pupils move their learning forwards as well as recognise the effort students have made.
- Individual faculties will also determine when whole-cohort assessment and feedback will take place. Assessment may be in the form of calendared mock examinations (such as at Key Stage Five) or class-based end of unit tests, which may be adapted from their usual format to better suit online provision. Additionally, faculties may decide as part of their policy to mark key classwork or homework tasks.
- In order to facilitate marking and assessment, the academy is currently providing CPD opportunities to staff in online marking – introducing software such as OneNote and Whiteboard.FI.

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

- Students who usually receive additional support in lessons will continue to receive this support online. Teaching Assistants will be supporting as usual during online lessons.
- Additional support lessons will be timetabled in core subjects for specific students, and the SEND team will communicate this support directly with parents and carers.
- Our full-time additional tutors in mathematics and English are also providing additional support to learners with particular needs and areas for development, particularly at key stage four and those re-sitting GCSEs at key stage five.

those pupils in the following ways:

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.