

Remote Education Provision Information for Parents



This document sets out how students should access online learning, how we will facilitate and support online education and how parents can support their child's learning. The document sets out government expectations for online learning during the current lockdown and details the provision made available by the school.

Each school has a senior leader in with responsibility for online education.

How will my child access their online remote education?

Students should access their online lessons through Microsoft Teams/Google Classroom. Students can access Microsoft Teams/Google Classroom by following the link below and entering the log-in details they use to access their school email account.

<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software>

<https://edu.google.com/products/classroom/>

Video instructions on how to access online learning can be found by following the link below:

South Hunsley - <http://vle.southhunsley.org.uk/>

Snaith School - <https://www.thesnaithschool.org.uk/pupils/working-from-home/>

Driffield School - <https://www.youtube.com/watch?v=UKti5cE322g>

Malet Lambert - <https://maletlambert.co.uk/pages/instructions-for-accessing-school-work-online>

How will my child be taught remotely?

Students usually learn via live lessons which are streamed using Microsoft Teams/Google Classroom. Staff use a variety of techniques to teach students and assess their progress and understanding. Examples include use of digital whiteboards, visualisers to show worked examples or demonstrate techniques, online quizzes to assess progress and video clips to aid explanation. Teachers also use presentations and teacher explanation to lead students through the lessons.

When a live lesson is not possible, students will learn via on demand lessons. These lessons will be uploaded to Microsoft Teams/Google Classroom and may include video explanation which could be recorded by the classroom teacher or from online sources such as The Oak Academy or GCSE Pod. Students will be set tasks and assignments which will be checked by their teacher with feedback provided.

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

Students should have a quiet space where they can concentrate on their learning. Parents can provide additional support by ensuring completed work is saved securely, if completed electronically, or kept in a safe and organised manner if being completed in books or on paper.

How will school 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 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.

Details of government expectations and the provision made available at the school are shown below:

Government Expectations for Online Learning

At TEAL Schools



Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.

The majority of learning is delivered via live lessons with students following their normal timetable of 3 lessons per day.



Set work that is of equivalent length to the core teaching pupils would receive in school: A minimum of 5 hours a day, with more for pupils working towards formal qualifications this year.

Students follow their normal 3 lesson per day timetable, equating to 5 hours of learning.



Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.

Students are taught, by their class teacher, via live lesson. Where this is not possible, high-quality lessons will be uploaded to the online platform for students to access.



Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.

Staff complete registers at the beginning of each lesson. Pastoral staff contact home for any students not attending lessons, with the aim of resolving any issues preventing learning from taking place.



Enable pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate.

Staff use a variety of techniques to assess the learning of pupils in each lesson, with feedback provided regularly. Students have their work marked, with feedback given, in keeping with the school marking and feedback policies, as far as possible given the constraints of remote teaching.



Providing opportunities for interactivity, including questioning.

Students can communicate with staff via the chat function of live lessons and through technology such as digital whiteboards.



Using assessments to ensure teaching is responsive to pupils needs and addresses any critical gaps in pupil knowledge.

Staff use a variety of assessment techniques, during lessons, to gauge student progress and identify gaps in knowledge.