



Remote Education Provision: Information for Parents/Carers

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

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Reception and Key Stage 1

The remote curriculum: what is taught to pupils at home?

A child'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 the event that it is necessary to send children home to isolate or because of government direction, we will ensure that children receive remote education immediately.

Teachers have a minimum of two days remote learning planned and ready to send out straight away. This learning will be available for all year groups on the platform, Tapestry. Any child who does not have a Tapestry account will be set up with 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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have made some adaptations to the more practical elements of some subjects. This clearly affects some subjects more than others e.g. Physical Education and Design Technology.

We have also reduced the number of lessons in a day by one lesson. This decision was made to relieve pressures of remote learning on families and reduce the amount of time children spend in front of a screen.

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:

All children in Reception and Year 1 will be provided with a minimum of 3 hours' learning activities each day:

- Reception will receive three lessons and extra learning resources
- Year 1 will receive four lessons and extra learning activities

Accessing remote education

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

Every day the children will have their remote learning set over the platform, Tapestry. Your child will have an account and as a parent/carer you will be added to this account and be sent notifications.

For live lessons we will be using the platform Microsoft Teams. These will be timetabled ahead so you are aware of when you will need to log in and join a session.

Parents/carers will be provided with instructions for how to navigate Tapestry and 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 children may not have suitable online access at home. We take the following approaches to support those children to access remote education:

- Children can have printed copies of remote learning posted to them on a weekly basis. This can then be returned weekly to the primary school office.

- If you need printed work to be posted please inform the primary school office at PrimaryOffice@hccat.net

How will my child be taught remotely?

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

- Every day the children will receive a Tapestry post with their learning tasks for the day. These tasks will have written teaching points, explanations and models within them.
- Class teachers will also send at least one pre-recorded video lesson for the children each day. These will be from 5 to 15 minutes long. They will be directed at the children but are a good reference point for parents too and aid understanding of teaching strategies.
- There will also be some use of live lessons however, this will be one aspect of a number of approaches to remote learning.
- Parents and carers will also be sent links to various online learning resources, which can be used whenever they choose.

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?

We expect children to be engaging as fully as possible with the remote learning. However, we understand that with young children, inevitably parents take on the role of the teacher and this can be very challenging and time consuming. We therefore, understand that it may not be possible for families to fully engage with remote learning. If this is the case, we expect parents to discuss this with the school so that staff are aware and support can be offered.

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

Class teachers will keep daily records of children's engagement with remote learning. These records will be based on Tapestry uploads of children's work by parents/carers.

In the first instance, if a class teacher is concerned with a child's engagement, they will contact home and discuss with you as parents/carers. If these concerns continue then a member of the senior team will make contact and have similar discussions.

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 valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Your child will receive written feedback on their learning within two days of it being uploaded. The vast majority will receive feedback on the day it is uploaded. This feedback will be an assessment of your child's work and also the next steps in their learning.
- This work will form the basis of ongoing assessments made by the teachers to judge the progress being made by your child.

Additional support for children 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 children, for example children 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/carers to support those pupils in the following ways:

- Children with high levels of SEND will be offered a place for vulnerable pupils on the school site to allow the school to meet their needs.
- If a child with SEND does not accept this place then the remote learning will be individually adapted to meet their needs. The class teachers will have phone conversations with parents/carers about how best to present this work to support the learning at home.

Self-isolation

Remote education for self-isolating children

Where individual children 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 children both at home and in school at the same time.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

If your child is self-isolating the remote education offered will not differ significantly from what is written in the body of this guide. However, teachers will be in the classroom full time so feedback may not be as immediate and tasks may not have the detail and depth it would have if teachers were solely focusing on remote learning.

Key Stage 3 and 4

The remote curriculum: what is taught to students 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 students being sent home?

In the event of students being required to work from home, work will be set on Firefly and paper copies of work will be available from 9.00am on day 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?

- 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, with specific reference to practical subjects which need adapting for health and safety reasons, e.g. DT and Food practical cannot be taught unless a parent/carer is in the home at the same time.
- Design Technology, Physical Education, Performing Arts and Art all require specialist equipment/technology at times and specialist environments to work in so the topic being taught will determine the amount of adaptations made.

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 students broadly the following number of hours each day:

Secondary school-aged students not working towards formal qualifications this year	The amount of blended learning that will be delivered per day is a minimum of 5 hours.
Secondary school-aged students working towards formal qualifications this year	The amount of blended learning that will be delivered per day is a minimum of 5 hours.

Accessing remote education

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

Online blended learning for Years 7 – 11 will be delivered mainly through our Learning Platform, Firefly.

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

We have surveyed parents/carers and identified students who do not have devices to access online learning. In addition, we have made contact with all families who qualify for free school meals to establish access to suitable online access.

- We have a limited number of laptops that we can lend to students for the duration of the time they are learning from home.
- We can also provide printed materials.
- If parents contact hcc@hccat.net paper copies will be made available for children to either collect from the College reception or despatched by post.
- Paper copies can be returned to the College reception or sent back by post.

How will my child be taught remotely?

We use a combination of approaches to teach students remotely. Some examples of blended learning which will be chosen depending on students' ability are:

- Live (online lessons via Microsoft Teams) or pre-recorded teaching (Firefly)
- Video walk throughs (e.g. Oak National Academy lessons, YouTube, video/audio recordings made by HCC teachers, BBC Bitesize, Greenshaw Trust)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books students have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Assessment tasks with a specific focus on questioning (Microsoft Forms, quizzes and Kahoot)

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?

At home, it is crucial that positive habits and achievable routines are set up. With remote learning, preparation and a positive mental attitude are crucial for successful outcomes. Some ideas that can support this include:

- Treating a remote learning day as a normal college day with regards to timings.
- Setting up an appropriate area to study, as best as possible away from distractions.
- Ensuring a good night's sleep.
- Engaging in physical activity and looking after one's self with regards to healthy eating.
- Taking regular well-being breaks. This could include reading, catching up with friends via social media or a walk, listening to music or keeping up with a particular passion / hobby.

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

If your child has not engaged in a lesson or produced a task as requested, direct contact will be made each time to the parent/carer via Class Charts. The parent/carer can then have the necessary conversation with the subject teacher or Director of Learning.

Remote learning concern	Criteria:	Monitored via:	Actions:	When:
RL Level 1	1 week of no engagement	Weekly Firefly, Teams and email data (shared in central spreadsheet)	Attendance team to contact home for students who have not accessed blended learning at all in the previous week (or if appropriate HUB or ASPIRE team).	Data provided Monday for the previous week. Contact made by the Attendance team on the Monday.

RL Level 2	2 weeks of no engagement	Weekly Firefly, Teams and email data (shared in central spreadsheet)	HL to track if a student gets to this stage and ensure there is a phone call home from key link: <ul style="list-style-type: none"> - HL/PSA - Hub team - Aspire - PP Coaches 	Data provided Monday for the previous week. Within the first 2 days of the following week.
RL Level 3	3 weeks of no engagement	Weekly Firefly, Teams and email data (shared in central spreadsheet)	HL to signpost to NC and LG if a student gets to this stage. NC/LG to phone home to share concerns. Students invited to join Keywork provision.	Data provided Monday for the previous week. Within the first 2 days of the following week.

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 approaches to feeding back on students' work includes the following:

- Online quizzes e.g. Mathswatch, Microsoft forms, Method Maths, Quizizz, Kahoot and Seneca.
- Whole class and individual feedback via Firefly and e-mail responses.
- Informal feedback takes place on a weekly basis during live lessons.
- Summative assessment takes place as per the college Assessment Policy.

Additional support for students 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 students, for example students 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 students. By working closely with the HUB team, the exams and access arrangements team alongside any other associated intervention, students with SEND will have personalised remote learning plans to meet their individual circumstances.

- TA staff from the Learning Hub and ASD facility continue to differentiate work for students as they would if students were on site. All resources are available on our remote platform, Firefly. Both students and parents/carers have been sent instructions on how to access this area and how to contact relevant TAs for further support if required. In addition, all students with Educational Health Care Plans have been invited to access the SEN on site provision.
- Regular support information for families is shared via our social media site which provides a range of useful contacts and advice.
- If you have any concerns about how to support your child at home please contact us at hcc@hccat.net. The SEN department will be able to discuss your concerns and do our best to support you.

Self-isolation

Remote education for self-isolating students

Where individual students 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 students 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?

If your child is self-isolating the remote education offered will not differ significantly from what is written in the body of this guide. However, teachers will be in the classroom full time so feedback may not be as immediate and tasks may not have the detail and depth it would have if teachers were solely focusing on remote learning.

Key Stage 5

The remote curriculum: what is taught to students 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.

How will my child be taught remotely?

We use a combination of the following approaches to teach students remotely.

Students at Hailsham Sixth Form can expect to be taught in the following approaches below. Please be aware this list is not exhaustive and, where the curriculum or delivery requires it, can be added to or amended.

- Live teaching (online lessons)
- Recorded teaching
- Printed resources produced by teachers (e.g. workbooks, worksheets) – this would mainly be for practical based subjects.
- Textbooks and reading books students have at home for their subject areas
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – eg. YouTube / Flipped Learning / Snap Revise / Psychology Online etc.
- Long-term project work and/or internet research activities – this is as per coursework for A Level and the ongoing nature of BTECs.

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 expected (unless there are mitigating circumstances) that Sixth Form students should engage fully with their remote education and follow the college week and timetable.
- Where a parent or carer has concerns over their son or daughter, we would ask that the college is made aware as soon as possible. There is a large support network available at Hailsham Sixth Form that can be put into action to best support a student – to do this we need to be made aware of such a request for support.
- At home, it is crucial that positive habits and achievable routines are set up. With remote learning, preparation and a positive mental attitude are crucial for successful outcomes. Some ideas that can support this include:
 - Treating a remote learning day as a normal college day with regards to timings.
 - Setting up an appropriate area to study, as best as possible away from distractions.
 - Ensuring a good night's sleep.
 - Engaging in physical activity and looking after one's self with regards to healthy eating.
 - Taking regular well-being breaks. This could include reading, catching up with friends via social media or a walk, listening to music or keeping up with a particular passion / hobby.

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

The engagement of Sixth Form students will be reviewed weekly and adopt two main approaches. The first will be data driven, with a review taking place of student engagement across:

- Email access
- Firefly access
- The number of live lessons attended against the number of live lessons that have taken place according to each student's individual programme of study.

Further to this data review, we will also be asking for staff feedback as to individual student engagement concerns. This will be based on a student's active engagement with lessons and the completion and associated quality of set work.

Following a Monday review, for those students over whom we have concerns, contact will be made with parents via a member of staff. Depending on the level of concern, different members of staff may be responsible for making contact.

- For low level concerns, the Mentor or staff member will contact home.
- For repeated concerns in a subject area / concerns across more than one subject area, the Mentor or Sixth Form Pastoral Support Assistant (PSA) will contact home.
- For higher levels of concern, a member of the Sixth Form leadership team / Director of Learning will contact home.

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 students. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

Remote assessment of student achievement and progress at Sixth Form will continue in much the same way as if students were in college.

Each subject area will continue to use the subject content and criteria as a basis for feedback, ensuring to follow the strict rules set out by each awarding body as to the depth and content of any feedback given (this is especially important for BTEC subjects). Any assessment of student achievement and progress will be made against a student's performance at any given moment in time and position in the course – relative to the programme of study.

Sixth Form students will receive some form of formal feedback in each subject area at least once every two weeks, though in most cases, regular feedback will be built into lessons. Feedback can take the form of:

- Whole class feedback either verbally through Teams or via emailed response.
- Individual feedback via Teams, calendared meetings or the return of marked essays, exams or coursework.
- Verbal feedback in class, based on question and answering, mini quizzes, set tasks and group work.

Additional support for students 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 students, for example students 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:

Hailsham Sixth Form will continue to engage and work with families to deliver remote education for students with SEND as and when required.

By working closely with the HUB team, the exams and access arrangements team alongside any other associated intervention, students with SEND will have personalised remote learning plans to meet their individual circumstances.

Self-isolation

Remote education for self-isolating students

Where individual students 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 students 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?

When a student is self-isolating Sixth Form Leadership will organise a bespoke remote learning plan for the student. This plan can include, but is not exclusive to:

- Staff inviting students to join the lesson via Teams.
- Staff recording the lesson via Teams and sending out the recording.
- Emailed work home with direction as to independent study.
- Prescribed reading from associated textbooks, journals, online resources.
- Independent completion of coursework, watching of videos and exam preparation.
- Students should also ensure they remain in close contact with their peers, as experience suggests that reviewing a lesson together, sharing of notes and going over topics can have a hugely positive impact.