



Sir Thomas Rich's Remote Education Provision

Information for Parents

This information is intended to provide clarity and transparency to students 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

Students will be expected to follow their normal school timetable. Where possible, students will have access to 'live' lessons through MS Teams and work will be uploaded to Satchel One.

The curriculum that was designed for students to follow in face-to-face sessions in school will be delivered remotely wherever possible and appropriate. However, some adaptations to some subjects have been necessary, particularly in those subjects where practical work is an intrinsic feature such as Physical Education, Music and Design and Technology.

Remote Teaching and Study Time

How long can I expect work set by the school to take my child each day?

The School expects that the work set (including remote teaching, homework and independent study) will require students to complete the following approximate number of hours of remote learning each day:

	Teams/Satchel One	Homework/Independent Study	Daily Total
Key Stage 3	4 hours	1 hour per subject, per fortnight	5 ½ hours
Key Stage 4	4 hours	2 hours per subject per fortnight	6 ½ hours
Key Stage 5	Up to 4 hours	45 minutes per subject per night	Between 6 and 8 hours

For further information, please see the [STRS Curriculum Policy](#) and the Covid-19 Addendum to the STRS Curriculum Policy available [here](#) and the [STRS Assessment, Recording and Reporting](#) policy and its Covid-19 Addendum which is available [here](#).



If my child does not have digital or online access at home, how will the School support them to access remote education?

Sir Thomas Rich's recognises that some students may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

Should any student require support with online learning, they or their parent or carer can contact the Head of Year and Assistant Head i/c of each Key Stage:

Key Stage 3 Rhys Davies rd@strs.org.uk

Year 7 Jennifer Robinson jrr@strs.org.uk

Year 7 and Year 8 Zak Hinds zfh@strs.org.uk

Year 9 Nick O'Neill no@strs.org.uk

Key Stage 4 Peter Daniell pmd@strs.org.uk

Year 10 David Tilley dpt@strs.org.uk

Year 11 Neil Stewart njs@strs.org.uk

Key Stage 5 Matthew Lynch mtl@strs.org.uk

Year 12 Ellen Jauncey elj@strs.org.uk

Year 13 Barry O'Neill bjo@strs.org.uk

The pastoral team can support students to access devices to use MS Teams and Satchel One and to enable an internet connection where necessary. Students can also be given guidance on accessing printed materials and submitting work if they do not have adequate internet connection. The pastoral team may suggest working in school.



How will my child be taught remotely?

The School uses a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons) using MS Teams
- work set on Satchel One including resources such as PowerPoint presentations and videos
- resources uploaded on the School's Virtual Learning Environment (VLE): SharePoint
- pre-recorded teaching (e.g., video/audio recordings made by teachers, Oak National Academy lessons)
- printed resources produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books which students can access at home (hard copy or electronic copy)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- project work where appropriate

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?

The School expects students to follow their usual timetable each day and attend each MS Teams session where possible and use the allocated lesson time to complete the work set on Satchel One and homework/independent study where applicable. Students are encouraged to seek the support and guidance of their subject teacher, form tutor or Head of Year if they encounter difficulties with any aspect of remote learning.

Parents and carers are expected to support their child to learn at home by providing a quiet space for them to work where possible and help them to access to devices to enable remote learning where possible. Parents and carers are encouraged to seek the support and guidance of their subject teacher, form tutor or Head of Year if they encounter difficulties with any aspect of remote learning (please see page 2 of this document).



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

A register of attendance will be taken at each MS Teams session by the teacher and teachers will also keep a record of classwork and homework submitted. Heads of Year and Heads of Key Stage will monitor attendance and engagement of students and communicate any concerns to parents or carers usually via an email or telephone call.

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, among many others. Our approach to feeding back on pupil work is as follows:

- Whole-class feedback (written and verbal)
- Questioning during MS Teams sessions to enable individual feedback
- Self-marked quizzes and assessments
- Individual formative comments on work uploaded to MS Teams or Satchel One

Teachers aim to offer students regular formative feedback (approximately every two weeks where possible) either during a Teams session or on work uploaded to Satchel One and Teams.

Students are encouraged to respond to their teachers' feedback whenever possible to consolidate learning. Opportunities for self-correction, extending and improving assessed may be provided in MS Teams sessions or set as discrete tasks on Satchel One. Student responses, e.g. self-correction, should be completed in green ink in order to signpost learning that has required further consolidation or clarification to students and teachers.

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?

The School recognises that some students, 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 students to support those students by inviting them to work in school and by Heads of Year offering the student individual support and guidance to access the curriculum including through liaison with subject teachers and working in tandem with parents and external agencies where appropriate.

Remote Education for Self-Isolating Students

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

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 pupils both at home and in school. However, teachers will continue to set work on Satchel One and where possible, give students access to the 'live' lesson in school via Teams.

The senior member of staff with responsibility for remote learning is Miss Brake: db@strs.org.uk