KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM

KING EDWARD VI
CAMP HILL
SCHOOL FOR BOYS

In pursuit of educational excellence for all

Remote Education Provision Policy

Committee	Pastoral and Curriculum
Policy Type	School Policy
Policy Owner	Deputy Head - Curriculum
Statutory	N
Publish Online	Y
Last Review Date	February 2026
Review Cycle	2 yearly This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non applicable once the updated version has been approved.
Next Review Date	February 2028
Version	

King Edward VI Camp Hill School for Boys

Remote Education Provision: Information for Parents/Carers 2026

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 (or bubbles) to remain at home.

THE REMOTE CURRICULUM: WHAT IS TAUGHT TO PUPILS AT HOME

When your child is working from home because school is not functioning normally, they will receive immediate provision remotely through Microsoft Teams. Their current timetables will still apply and provision will be geared around the timetable. Students will also be invited to year group assemblies and form times, via Microsoft Teams. Students all have access to Microsoft Teams via their school account. Their teachers have established virtual classrooms for each of their subjects. If a new classroom is set up, students will be sent an invite and they will have to accept it via their Teams account.

WHAT SHOULD MY CHILD EXPECT FROM REMOTE EDUCATION IN THE FIRST DAY OR TWO OF STUDENT BEING SENT HOME?

- The normal taught curriculum will continue but the delivery of lessons will change to being delivered online.
- Our teaching and learning research since the pandemic has shown us that a blend of live, recorded and independent work is best for our students. Therefore, about one in every three lessons will be live, and the rest of timetabled lesson time will include consolidation and preparation work.
- Our remote 'classroom' is via Microsoft Teams. This also enables students to contact teachers directly and vice versa about what is being taught and what needs to be learned.
- Teachers are available 'live' during scheduled live lessons or drop in sessions, and will be able to respond via chat functions, in verbal conversation or message functions in Microsoft Teams.

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?

- At KEVICHB remote education delivers the same challenging and high-quality curriculum and sequence to students as if they were in school, apart from certain adaptations in practical subjects.
- Students will follow the same timetable and will access the same high quality work and activities as if they were in school. Teachers may use other remote learning platforms such as Oak Academy, Nearpod or Seneca to support curriculum provision.
- Some reasonable adjustments to curriculum have to be made. For example, team games in PE are no longer possible, and the curriculum in Art and Music has had to take account of the fact that students may not have the resources for practice at home. However, GCSE Art students will be provided with equipment and individual music lessons will be continuing online. Required practicals for GCSE and A level sciences will be provided for by either virtual experiments or through the use of videos to show how these can be completed.

REMOTE TEACHING AND STUDY TIME

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:

KS3 (Years 7, 8 and 9)	4-5 hours a day. No more than 5 hours a day. Allocated work should be completed within the timetabled hour. There will be no additional homework set. Students should try and follow the timing of a normal school day, with their first lesson beginning at 9:15. When students are invited to form time or assemblies these will begin at 8:50.
KS4 (Years 10 and 11)	4-5 hours a day. Allocated work should be completed within the timetabled hour. Sone open-ended revision work maybe set in order to help students consolidate their learning and prepare for external exams. Students should try and follow the timing of a normal school day, with their first lesson beginning at 9:15. When students are invited to form time or assemblies these will begin at 8:50.

KS5 (Years 12 and 13)	5 + hours a day. Allocated work should be completed within the timetabled hour. Sone open-ended revision work maybe set in order to help students consolidate their learning and prepare for external exams. In addition, independent research or longer written work may be set to allow for further assessment of student progress. A-level students will also be expected to work independently in the same way as if they were in school to review learning, summarise notes, revise for tests and pursue a super curriculum, such as EPQ. Students should try and follow the timing of a normal school day, with their first lesson beginning at 9:15. When students are invited to form time or assemblies, these will begin at 8:50.

ACCESSING REMOTE EDUCTION

HOW WILL MY CHILD ACCESS ANY ONLINE REMOTE EDUCATION YOU ARE PROVIDING?

- All students have access to Microsoft Teams via their school email address. Pupils will be in a separate, discrete 'classroom' for each of their subject classes along with their usual subject teacher. They will also be in a form-group Team. This ensures consistency and allows us to mimic the real classroom as much as possible. Using the chat will enable pupils to collaborate with each other as they would in a real classroom.
- All students can access live lessons clicking on the 'Meet Now' link at the top of the relevant subjects' classroom page.
- To help students organise themselves for home learning, they will follow the school timetable. These will also be emailed to parents.
- To help students plan for their online learning teachers will state in the banner for their classroom the intended live/independent lessons for the week. These will only be within the normal timetabled allocation. Therefore, an overview of the week is available on the welcome page of Microsoft Teams.
- Teachers will give at least 24 hours' notice of an intended live lesson and communicate any last minute changes via the General Posts on Microsoft Teams.
- Your child may also get email notifications from Microsoft Teams – some find this challenging to manage, and therefore a better approach may be to turn off the notifications and simply follow the timetabled day.
- If a student is unable to attend a live lesson the materials and, where possible, a recording of the lesson will be available on the classroom. It is obviously more valuable to be in the live lesson and we would ask students to try and attend where possible. However, nonattendance shouldn't be a disadvantage as work is available on the Classwork page.
- We know that a mixed approach to live, recorded and independent tasks suits our students. We are also mindful that not all students will have sole use of a computer or tablet, and therefore a blend of lessons gives families some flexibility in the allocation of resources at home.
- Students will be able to submit work for feedback via assignments set on Microsoft Teams, or directly to their teachers email.

- The following (but not only) online platforms will also be used to provide resources as part of a planned and sequenced curriculum:
    - Kerboodle
    - Dr Frost
    - Integral
    - Senecca Learning
    - GCSE POD
    - Oak National Academy
    - Near Pod

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 and our pastoral team will be active in finding solutions to issues regarding connectivity. You will have been asked to complete a survey about access and this is regularly revisited with students.
- Priority has been given to PP/ FSM pupils as well as those in exam years. Laptops, routers and dongles can be issued to students who need them.
- Parents can contact the school reception to request ICT support. Regular lines of communication have been set up for parents and students to make requests for devices, such as:
    - During welfare phone call checks, form tutors are asking about the student's ICT facilities at home and making referrals to our IT support team to resolve.
    - ICT surveys sent home to all students in years 7-13to assess the level of need and followed up.
    - Groupcall messages have been sent out with contact details on to make requests for ICT assistance if required. This could be relating to further data, internet issues or the need to borrow a laptop.
    - Parents will receive a phone call when a Laptop/Device has been made available and can arrange to collect the item from reception. An appointment must be made to reduce the number of students/parents entering the academy site.
    - Where the collection is not possible due to family restrictions, a member of the pastoral or leadership team will deliver the item.
    - If your circumstances change please email either your child's HOY or Deputy Head pastoral, Mr Andrew Caves: a.caves@chb.kevibham.org

HOW CAN I ACCESS PRINTED MATERIALS TO SUPPORT LEARNING IF I DO NOT HAVE ONLINE ACCESS?

- Students can request printed material, via their HOY, if they need it and arrange to collect it from reception.
- Where the collection is not possible due to self-isolation, where possible this will be sent in the post.
- If required, the printed material will be delivered to student's homes by a member of the pastoral or leadership team
- Stationary -based resources, such as exercise books are available for students and parents to collect by appointment. A request can be made via school reception for these resources to be posted or delivered to the student's home.

HOW CAN MY CHILD SUBMIT WORK TO THEIR TEACHERS FOR FEEDBACK IF WE DO NOT HAVE ONLINE ACCESS?

- Students can submit their work in any format that they are personally able to do so. This can be via Microsoft Teams or email a digital copy.
- Where this is not possible the following options are available:
    - Students can photograph physical work and email via any method available to them at any agreed point.
    - Students are also able to complete and submit physical work upon return to the KEVICHB.
    - If pre-agreed with the class teacher, students/parents can drop work at the school reception if students require feedback on the work that they have submitted.

HOW WILL MY CHILD BE TAUGHT REMOTELY?

Remote lessons will deliver the planned curriculum via a range of approaches. Below are some examples:

- Direct instruction via Microsoft Teams 'live' lessons, either pre-recorded or real-time
- Recorded video lessons e.g. Oak National Academy
- Scaffolded activities and modelled examples
- Via digital/ real text books
- Narrated PowerPoints printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Podcasts
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- extension and consolidation work.

We are mindful that too much screen time can be detrimental to students and seek to include a range of teaching methodology.

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?

- As a selective grammar school, we have high expectations of our students and expect all of them to engage with remote learning to the best of their ability. We will endeavour to make the online provision of lessons as appropriately challenging as usual.
- We recognise that parents play an important role in supporting students to achieve, and ask for their feedback regularly on remote learning. In the event of a prolonged experience of remote learning we will communicate regularly with you, share any adjustments we need to make and ask for your feedback.
- Documents that guide parents/carers on how to support their child with home learning and pastoral concerns are available on our website.
- We recognise that there are a range of challenges for families with remote learning and will keep in regular contact to ensure that we work together to support the students. Regular welfare calls home by the pastoral team to check on access to remote education are factored into our contingency plan.

- If required, you can be added to the Microsoft Teams page to give you further oversight of the work your child is being set.

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 lesson by lesson. Subject teachers monitor daily engagement with online lessons and online material. In the first instance of an absence teachers will email the student. Where there is no response or absence is frequent parents will be informed via email or phone call. The pastoral team are involved where frequent non-attendance occurs.
- Subject teachers ensure that learning material is uploaded to the Classwork page for students to revisit if they are unable to access the live lessons at the time that they are scheduled. Live lessons are recorded.
- Heads of Year follow up and monitor engagement of lessons in each subject and follow up persistent absences to lessons via phone calls to parents.
- We understand that occasionally students working at home may have to miss a live lesson, and we encourage them to be independent and message the teacher concerned directly.
- Parents will be sent amended reports following our usual reporting schedule which will include feedback on engagement.

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:
    - Assessment for learning will be present in all sequences of lessons
    - Scheduled assessments will continue, with modifications
    - Individual feedback to students will be given each week alongside the tasks/assignments which can be: Comments on tasks, low stake quizzes, comments sent to them personally in a chat, voice recorded feedback, rubrics and marks within the work that they have submitted, modelled answers etc
    - Teachers, as a routine, will adjust the pace or difficulty of what is being taught in response to individualised feedback to students on classrooms orally, through the chat function, feedback function and through low stake quizzes.

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 those pupils in the following ways:
    - HOY will contact SEND or vulnerable students each fortnight to ensure that they are safe and well and that they understand the work they have to complete and how to access it
    - Students will be offered drop in sessions so that they have the opportunity to address individual questions with the teacher if they require further support.

- Teachers will continue to scaffold and differentiate student work so that it is tailored to their needs
- A member of SLT and a DSL is always on call every day in school to discuss any issues with parents. Parents/ carers should call reception in the usual way

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?

We continually operate a Hybrid Model of teaching which means that teachers deliver their lesson physically in school whilst setting work on classrooms, or recording the lesson for students that are isolating at home to access. In some cases, teachers will present the material through classrooms at the same time as teaching students in school. Teachers will ensure that instructions are clear through audio throughout the lesson. Students self-isolating are able to communicate with the teacher directly through the chat function which allows the student to be involved fully in lessons.