

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 restrictions require entire cohorts or year groups to remain at home. This template was provided by the Department for Education and completed to detail the provisions of Northern Leaders Trust schools.

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?

Students will be able to access remote learning in line with their timetabled curriculum from day one of a closure. Students will follow the steps in [this guide](#) to access the lessons on their timetable for that 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?

For students working remotely:

- Students will follow our carefully planned curriculum, using their My Subjects areas to access the PowerPoints and other lesson resources that would have been used in class. These will have been enhanced with additional voiceovers or videos to give expert explanations and clear emphasis of key learning points. Voice overs will be recorded by members of the school staff to provide expert teaching of new knowledge or videos will be recorded by our staff or sourced from a range of sites including the [Oak National Academy](#), and from trusted high quality subject specialists.
- All aspects of the NLT Learning Cycle will be present in remote lessons.
- We intend to teach the same meaningful and ambitious curriculum remotely as we do in school. However, we may need to make some adaptations in some subjects. For example, some practical subjects such as technology will need to set different work to that which students would have been completing in specialist rooms.

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 (Years 7,8,9,10 and 12)	Students should complete lessons on a normal timetable. They should expect to spend 60 minutes on each of their five lessons. Year 12 students would be expected to undertake additional independent study as normal.
Secondary school-aged pupils working towards formal qualifications this year (Years 11 and 13)	Students should complete lessons on a normal timetable. They should expect to spend 60 minutes on each of their lessons. Year 13 students would be expected to undertake additional independent study as normal. We would expect students preparing for exams to also continue with their daily revision programme using NLT Revise strategies.

Accessing remote education

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

Our online learning will be available online as described in [this guide](#).

In the event of a lockdown or partial closure form tutors will contact all of their tutees to check that they can have successfully accessed the platform. Students experiencing difficulties logging on can also email support@northernleadertrust.org for help.

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:

In the event of a lockdown or partial closure, form tutors and Year Leaders will contact all students to check that they can access the online resources.

If children are self-isolating and cannot access the online resources, students/parents should contact their child/ward's form tutor or Year Leader who can arrange for the loan of a laptop or dongle. Any loan of equipment is dependent on sufficient resources having been provided by the DfE and is subject to parents/carers signing a contract with the school committing to the return of equipment in full working order.

How will my child be taught remotely?

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

- Students will follow their normal timetable using [this guide](#) and by following the instructions left for them in lessons.
- Lessons will be in the form of resources used in class with additional recordings and expert explanation.
- Students should complete the work set to practice skills and consolidate learning of key knowledge.
- For every lesson students will be required to submit a piece of work, just as they would in school.
- Our approach to remote learning has been informed by existing best practice and evidence including, but not exclusively, the [Education Endowment Fund](#) research analysis
- In Years 11-13, on demand lessons will be supplemented by live tutorials enabling student:teacher interaction.
- To check on student wellbeing and encourage peer interaction, all students will attend a daily live form session each morning.
- We will constantly monitor and evolve our approach to remote learning during periods of lockdown.

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 all students to engage with remote education just as we would expect all students to attend and engage with learning normally.

- We ask all parents/carers to support children with their education by providing a quiet place to work and checking they have completed work for their timetabled lessons that day.
- Please reinforce clear boundaries with your child during their remote education, such as not allowing them to use their mobile phones.
- Regularly check-in with your child about their remote education, asking what they have learnt, and contacting the school if they report any issues to you.
- This [video](#) can help you support students with effective learning routines

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

- Each day will start with a live form session. The daily record of who has logged on to these will be one way in which we track daily engagement. Failure to log on will result in a parental text, and calls will be made to parents of students repeatedly not logging on so we can work with them to support all students.
- In the event of a full or partial closure, every child will be contacted by phone at least once in the first week to discuss their wellbeing and ability to access the learning resources. Following that, students not attending live form sessions will be contacted to ensure they are safe and well, and to address any barriers to learning.
- Children will be able to contact teachers to ask for clarification etc via email. They will also submit work they complete for acknowledgement, feedback and celebration.
- In the event of closure, online learning and work submission will be supplemented by quizzes (MS Forms, GCSE Pod) allowing teachers to monitor engagement, assess progress, plan future learning and contact parents/carers if they have concerns regarding 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. Our approach to feeding back on pupil work is as follows:

In the event of partial or full closure we will have three tiers of feedback

TIER 1

- All lessons contain opportunities for self-assessment against answers or clear success criteria.
- Children can contact their teachers via email to ask for clarification if needed.

TIER 2

- Online learning will be supplemented by quizzes (MS Forms, GCSE Pod) allowing teachers to assess progress, plan future learning and contact parents/carers if

they have concerns regarding engagement. This is consistent with our school focus on retrieval and low stakes quizzes as a powerful tool for consolidating memory of key knowledge.

- Many of the online quizzes will give instant feedback to students and direct them to appropriate next-steps videos. Teachers will also provide individual or whole class feedback in response to extended writing answers. They will do this GCSE Pod, by adapting future lessons or by sharing whole class feedback via email.

TIER 3

- Students will complete key apply tasks identified in each subject's scheme of learning. Teachers will provide individual or whole class feedback on these just as they would if school were fully open.
- Students on examined courses will also be expected to submit coursework online to which teachers will respond with written comments or whole class feedback.

There will be some form of work submission required of every lesson

Retrieval activities on the return to school will allow teachers to assess how well remote learning has been understood and retained, and to plan accordingly.

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:

- Differentiated activities will be provided in lessons.
- Key staff will contact the parents/carers of students with SEND to support and encourage students to engage with remote learning.
- Selected students will continue with their language development using the [Lexia Core 5](#) programme. This includes groups of SEND and EAL students.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, students are expected to follow their normal timetable, accessing their lessons using [this guide](#).

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

Students who are self-isolating will follow a normal timetable and cover the same sequenced curriculum as their peers in school. They will access the lesson resources being delivered in class which may not have the additional narration or video enhancements. They will have access to their teachers via email.

Isolating students will be expected to access all timetabled lessons and lack of engagement will be followed up with calls home to identify and overcome barriers.

Students who are isolating and are feeling unwell will not be expected to access all of their lessons but we would ask parents to contact the school to indicate they are unwell. Lesson resources will be available to catch up with lost learning when feeling unwell. Connect activities in future lessons in school will check and revisit this learning.

[Mr Stoddart](#) (Director of Curriculum) is the senior leader with overarching responsibility for the quality and delivery of remote education.

Updated 10th October 2025