

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 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

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 can expect all of their work for the day (following their normal timetable) to be set in Microsoft Teams. This may be set daily before 9am, or set for the week before 9am on a Monday.

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 will aim to teach the same curriculum remotely as we do in school dependent on staff availability (affected by Key Worker/Vulnerable student provision/staff absence). Students to follow their normal school timetable.
- There will be appropriate adaptations for practical based subjects. This may include: filmed demonstrations; 1:1 tutorials; Pre-recorded lessons

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: 4-5

Secondary school-aged pupils not working towards formal qualifications this year	4-5
Secondary school-aged pupils working towards formal qualifications this year	5

Accessing remote education

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

All provision is delivered through Microsoft Teams. This includes all resources, Live Lesson etc. Students may be referred to other platforms such as The Oak National Academy, Seneca, GCSEPOD, Hegarty Maths.

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:

- We will loan/issue DfE laptops to parents/carers to support disadvantaged children who are otherwise unable to access remote education. Examples of this include disadvantaged children: with no digital devices in their household, or whose only available device is a smartphone, or with a single device in their household that's being shared with more than one other family member. The school has accessed its full allocation of devices and have distributed as appropriate. There are a few remaining for allocation.

More information can be found at: https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19?utm_source=81d03660-5d55-49f7-b383-d45127241996&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

- Schools, trusts and local authorities can request mobile data increases for children and young people who meet all 3 of these criteria:
 - do not have fixed broadband at home
 - cannot afford additional data for their devices
 - are experiencing disruption to their face-to-face education

Children with access to a mobile phone on one of the following networks might be able to benefit:

- EE
- O2
- Sky Mobile
- SMARTY
- Tesco Mobile
- Three
- Virgin Mobile
- Vodafone

Other providers may join the scheme at a later stage.

More information can be found at: <https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>

- Students can request printed materials using the homelearning email address if required: homelearning@brineleas.co.uk
- Students can request technical support using the homelearning email address: homelearning@brineleas.co.uk
- Where students do not have access to Microsoft Teams, they can photograph their work and email to their teachers using their Mobile phone and 3G/4G. Alternatively, they can drop it into school clearly labelled with the Teachers Name, their Name and group.

How will my child be taught remotely?

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

- All remote learning will be delivered via Microsoft Teams
- Live teaching (online lessons) will follow the normal timetable, unless staff are not available for work due to absence/ Key Worker/Vulnerable student provision. In this instance, Curriculum Leaders will endeavour to: join classes together; share recorded lessons, or set appropriate learning.
- Pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) where appropriate e.g. when introducing a new concept, allowing specialist teachers to address all students, students to tackle at their own pace, pausing and re-watching as necessary
- Using textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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 would like students to engage with as many live lessons as possible (internet and device depending). Where there are issues with number of devices within a household or internet connectivity we would ask that you let us know
- Students should follow their normal timetable as far as possible within the day
- Students should complete as much work as they can within the hour lesson and keep their teachers updated via Teams as to where they are up to. This will allow the teacher to adapt the pace of remote learning as necessary. They should not need to do additional work outside of the hour in order to keep up.
- All work set is designed so that students can complete with minimal parental input. We would ask, where possible, that you are just present where live lessons are taking place.
- Work set should not require printing
- Please encourage your child to stick to the timings of a normal school day
- Learning isn't fundamentally different when done remotely and therefore the principles of feedback remain the same. However, some practices will inevitably need adaptations. In remote teaching, feedback could be verbal, in the live lesson. This may be in response to answers in the 'chat' or answers submitted for a low-stakes quiz via Microsoft Forms. Feedback could be verbal in 'breakout room' discussions on Teams. Feedback could be individual, written comments, using the 'assignment' function (or directly via email if students have submitted work this way). Feedback could be whole-class, written comments, published on the 'posts' section. Feedback can also be provided by adaptive learning software, such as Seneca Learning

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

- Teachers are taking a register for each live lesson delivered and will refer students to the Pastoral Team if they are concerned that they are not accessing lessons/engaging with remote learning. This attendance/engagement is monitored daily and the Pastoral Team will contact home if necessary to offer support
- Assignments will continue to be set in Microsoft Teams, with students submitting work for assessment. Parents receive a weekly report of Assignments set, submitted and upcoming in order to keep you informed of 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:

- Through the 'assignment' function on Teams, teachers will have 'eyes on work' at least once per fortnight, so that we can ensure work is fully complete and consistently high-quality; so that we can address mediocrity; so that we can address misconceptions and incorporate these into our planning if required; so that we can gather evidence on understanding, to inform our next steps as teachers .
- Teachers will provide regular assessments, so that students have the opportunity to *apply* their learning, every 5-10 hours of learning for interim assessment and every 20-25 hours of learning for a formal assessment; so that teachers can gather data on students' ability to apply learning *independently*; so that students have robust practise in independent application

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:

- In the case of a lockdown, pupils with EHCP will be invited in to access their remote learning in a supportive environment with additional support in a safe and secure manner
- Regular contact will be made with home to ensure that pupils are able to manage the learning that is taking place. Concerns raised by pupils and/or parents will be acted upon and appropriate feedback will be given.
- Support staff will liaise with teachers to ensure that SEN pupils are accessing the work effectively and will act upon any information received.
- If appropriate alternative resources will be created and shared with SEN pupils

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?

- Students will follow their normal timetable and all work and resources will be available via Microsoft Teams before 9am that day or work for the week by 9am on the Monday. All work will be available in their Class Teams.
- In some instances, students may be invited into the lesson via Teams. This would be the PowerPoint shared, staff camera off and sound on. Sound may be variable due to staff teaching and the distance from the laptop microphone.
- Assignments will be set and submitted in the same way as above.
- Welfare calls will continue to be made to our Vulnerable students who are self-isolating.