

## **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?**

All pupils and parents have access to Class Charts and work will be set on the day through this platform to complete (supporting resources and online links are provided) with pupils uploading their completed work back to Class Charts for teachers to review.

Parents should contact the school if they are having difficulties accessing online resources and we will arrange for work to be sent on paper.

### **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 broadly the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in practical subjects like design, food, PE and music pupils do not have access to the specialist equipment that would be available in school. However, teachers will still set work which relates to the same learning intentions even if pupils are developing their understanding through theory rather than practical work.

### **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 broadly equate to five hours per day, in line with pupils' existing timetables.

## Accessing remote education

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

The primary online resources that pupils will need access to on a daily basis are:

- Class Charts – to view the work set for the day, access supporting resources, upload completed tasks for teachers to check, and review feedback.
- Microsoft Teams – to access live, online lessons with their teachers.
- Office 365 – to communicate with teachers by email if needed.

Teachers may also set work which links to further platforms such as:

- SAM Learning
- MathsWatch
- myON
- Britannica School

All of the online resources listed above can be accessed through the school's website:

<https://www.bridgnorthendowed.co.uk/remote-learning/resources-overview>

### 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:

- Where we have the capacity to lend laptops and/or devices that enable an internet connection (e.g. dongles) to pupils these will be targeted at disadvantaged and vulnerable pupils first as a priority, followed by pupils in exam years (10 and 11) and then other pupils. Should parents feel that they need this type of support to access online education, or require further information, please email [sunderhill@bridgnorthendowed.co.uk](mailto:sunderhill@bridgnorthendowed.co.uk).
- If pupils need access to printed materials due to a lack of online access, please email [admin@bridgnorthendowed.co.uk](mailto:admin@bridgnorthendowed.co.uk) or call the school to arrange postal delivery.
- If pupils need to submit work during any period that they are without online access, they should clearly label each piece of work with their name and teacher's name and post to the school. We will then ensure that the work reaches the relevant teacher to be checked.

## **How will my child be taught remotely?**

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

- 50% of lessons on the timetable will be delivered 'live' through Microsoft Teams at the time that they would normally occur for pupils if they were in school.
- Teachers will also set the work on Class Charts (using the same process as setting homework) to provide all of the necessary materials for the lesson and clear instructions for what must be submitted at the end of the lesson. This should be done by 8am each morning with the due date set for the day of the lesson.
- All lessons and independent study work will have a planned outcome that can be checked. Any open-ended tasks to be submitted should be supported by clear success criteria so that pupils are able to complete to a high standard.
- Teachers will set a range of tasks but lessons will be planned in order to provide sufficient time for pupils to complete all of the required work in the lesson time. There is to be no additional homework set.
- Independent study will be supported by the use of recorded teaching (Oak National Academy lessons, video/audio recordings made by the teacher, videos available within commercially available websites such as Maths Watch) or resources attached to the work (such as PowerPoint slides, worksheets, links to appropriate websites).

## **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?**

Staff can expect pupils learning remotely to:

- Attend all online lessons through Microsoft Teams in line with their normal school timetable.
- Access Class Charts before the lesson to download and open any resources that will be required. Have school books ready in case the teacher refers to them or asks pupils to make notes.
- Make sure that their camera and microphone are turned off when asked at the start of each lesson.
- Use the 'hands-up' facility at any time, but wait for the teacher to ask for them to un-mute the microphone before speaking.
- Use the meeting chat function only to ask questions to the teacher, or answer questions from the teacher once the lesson starts.
- Complete all work set by teachers during the lesson and upload to Class Charts, ideally on the same day but always within 48 hours of the lesson.
- Contact teachers by email to ask them to check again if they submit work late.

- Alert teachers in the lesson, or by email subsequently, if they require further help in order to complete the work.
- If they are unable to access a lesson 'live' for any reason, to access the work through Class Charts and submit their completed work within 48 hours.

We would expect parents with children learning remotely to:

- Help their child to establish good working routines and breaks in line with normal school hours and pupils' normal timetables.
- Make the school aware if their child is sick or otherwise can't complete work.
- Monitor Class Charts regularly to check that their child is completing the work set.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

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

The primary mode of communication between teachers and pupils/parents is Class Charts. All work set will be acknowledged as submitted (which means completed to an acceptable standard in line with the success criteria) or not submitted within a timeframe of 48 hours to one week following the lesson. Therefore, parents always have access to the information they need on how well their child is engaging with their learning and can take appropriate actions at home to praise or support their child throughout a remote learning period.

If pupils do not complete a key assessment piece (i.e. one that has been identified for feedback) then teachers will email parents and stress the importance of submitting this work. We would then expect that parents would support us in ensuring that pupils submit these key assessments for feedback, and let their teacher know that it is now ready to be marked.

Form tutors will check work completion and wellbeing (as indicated by pupils through Class Charts) on a weekly basis and, where work completion has fallen below 50%, make an initial enquiry via email to check that they do not need any additional help.

Children who have been identified as vulnerable or who have an EHCP will have a key worker assigned to them from the school's pastoral or SEN staff and this person will make weekly contact with 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 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:

- Verbal feedback during live lessons in response to questions, by pupils sharing their answers/work for discussion, or whole class feedback on previously submitted work.
- Exit tickets, quizzes or self-marking questions set through programmes such as SAM Learning, Maths Watch and myON will be used by teachers where appropriate to guide pupils on their progress during independent learning activities.
- As stated in the previous section, all work will be marked as submitted or not submitted on Class Charts, where submitted is also an indication that the work met the success criteria and was therefore completed to an acceptable standard. Work that falls below this standard would be treated as not submitted.
- Teachers will not provide written feedback on every piece of work submitted, but as a minimum will leave a brief summarising comments through Class Charts on the quality of work produced for every 3 – 4 hours of lessons.
- All key assessment pieces will be marked in line with the school's assessment policy, leaving written feedback against the success criteria to ensure that pupils understand the strengths and development areas for future work. Key assessment tasks should be set for every 10 – 12 hours of teaching and once marked, this feedback will be uploaded back to Class Charts for pupils to access and act upon.

## **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:

- Teaching assistants will make regular contact with vulnerable and/or SEND pupils to offer support via email, phone and/or Teams.
- The SENCo will assign specific pupils to each teaching assistant and direct teaching assistants on the frequency and nature of the support required.

- The SENCo is available during working hours to address any further questions or queries that parents may have: [ssummerhayes@bridgnorthendowed.co.uk](mailto:ssummerhayes@bridgnorthendowed.co.uk).

## **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?**

In these circumstances, teachers will:

- Set work through Class Charts for each lesson that the pupil should be with them. This may take the form of:
  - slides and supporting resources from the lesson that is being taught to the rest of the class, provided this is clear enough to enable pupils to submit all tasks successfully at the end of the lesson;
  - directing pupils to a lesson on the Oak National Academy website where the subject matter requires more complex explanation, but this should be a specific lesson in the sequence and it must still be made clear to students what they must submit to teachers at the end;
  - links to high-quality curriculum resources or videos, and structured tasks to complete relating to these.
- Check the work for each lesson and mark as submitted/not submitted on Class Charts no later than 5pm on the following day.
- If this period of absence coincides with a key assessment in the subject, set this assessment to pupils as normal and mark in line with the assessment policy, uploading feedback to pupils through Class Charts.
- Respond to any email contact from pupils or parents within 24 hours, but we do not expect teachers to have to communicate outside of the school's typical opening hours (08:35 to 17:00).

On the first day of absence, work will be uploaded as soon as possible subject to teachers' availability. On all subsequent days, work should be available to pupils on Class Charts by 8am each day.