



## **Remote Education<sup>1</sup> Guide (January 2021)**

The purpose of document is to provide an explanation as to what students, parents and carers should expect during periods of school closure or student isolation relating to coronavirus (COVID-19).

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<sup>1</sup> The remote curriculum: what is taught to pupils at home.

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### **What should my child expect from immediate remote education in the first day or two of pupils being sent 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.

When your child is working from home, the curriculum will be delivered remotely through Google Classrooms. The first requirement is that students should complete all work that has been previously set by teachers.

The model below is in place as part of our Curriculum Contingency Plan for remote learning.

**Blended Model** – assuming that students are in school whilst others are self-isolating, subject teachers will continue to deliver their lesson in school. Subject teachers for English, maths and PSHE will also present their lesson 'live' with audio for students working at home. Students at home will have the same access to lessons being delivered in the classroom. English and maths are delivered every day, with PSHE once a week.

**Remote Model** – should the centre be required to close, teachers will deliver their lessons remotely to all students within Google Classrooms.

All subject teachers will upload materials for each student's timetabled lessons including 'live lessons', pre-recorded lessons, worksheets and references to approved learning websites such as BBC Bitesize and Oak National Academy for students to complete 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?**

We teach the same curriculum remotely as we do in school with adaptations where appropriate.

All remote learning will follow the same curriculum sequence where possible and be of high-quality to support students to gain the knowledge, understanding and key skills required.

Following the most recent guidance from the DfE and Ofsted, our remote education programme encompasses a range of methods of curriculum delivery including 'live lessons', pre-recorded lessons, presentations, worksheets, the use of textbooks and online learning platforms.

## **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 students broadly the same number of hours each day as if they were in school.

**Key Stage 3 students** – all year groups will follow their normal timetable of learning with access to the curriculum including registration and form time.

**GCSE students** – all year groups will follow their normal timetable of learning with access to the curriculum including registration and form time. In addition to engaging in 2-3 ‘live lessons’ per day, students will be expected complete a range of independent learning activities and tasks across a range of subjects.

Year 11 students will also be encouraged to revise topics independently. Remote revision sessions will be also be offered.

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

Our remote learning platform is Google Classrooms. This is where all live lessons and lesson materials will be provided. This is also where students will be asked to submit their work. Other resources will be signposted by teachers within the class pages.

## **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:

- all parents/carers are invited to contact school reception to request laptops and technical support. Contacting [office@brightsparkslearningcentre.org](mailto:office@brightsparkslearningcentre.org) is the quickest way to access this support. Requests are managed by a member of our leadership team and are dealt with on an individual basis.
- during welfare phone calls home, key workers will ask about the students about ICT facilities at home and will make referrals to the leadership team, where required.
- parents will receive a phone call when a laptop/device has been made available; an appointment will be made for parental collection. Where collection is not possible, due to family restrictions, a member of the leadership site will deliver.
- books, paper and folders are available for collection from school for students who do not work on a laptop/PC/Mac book and where they cannot provide these materials for themselves.
- where remote learning at home is difficult for any reasons, and where appropriate, students will be invited to work in the centre where they will have access to IT facilities and support.
- through all these approaches, we expect that all students are able to access, complete and submit their work.

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

Following the most recent guidance from the DfE and Ofsted, our remote learning programme will include:

- live lessons for all year groups delivered through Google Classrooms
- recorded teaching e.g. Oak National Academy lessons, videos/audio recordings made by teachers
- assignments set in Google Classrooms Subject Class Pages for independent study. Materials may include PowerPoint Presentations, worksheets, research and revision tasks
- textbooks and study packs
- links to supplementary approved online learning platforms with tailored tasks for specific students
- printed resources posted out to students where accessing remote learning is difficult.

## **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

We request that parents support their child(ren) by ensuring that your child(ren):

- has a quiet space to work from with a desk / table and access to IT equipment. Where this is not available at home, parents/cares must notify the centre so we can support where needed
- has the basic equipment for learning, such as pens and paper. Families who need support to provide these should notify the centre
- is encouraged to let their teachers know when they need extra help. They can email teachers via Google Classrooms or request help during a 'live lesson.'

Parents / carers can expect regular contact and updates with regards to our remote education programme via telephone, email and text messages.

Pupils and parents can expect regular welfare calls home by key workers and/or the leadership team to check on access to remote education.

## **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 for morning registration and lesson by lesson. A senior leader monitors daily engagement with online lessons.

Teachers will encourage students to participate in lessons and access materials on Google Classrooms. Teachers will ensure that learning material is uploaded to Subject Class Pages for students to revisit if they are unable to access the live lessons at the time that they are scheduled. Where engagement in a particular subject becomes a concern, we will contact parents/carers directly.

A member of the leadership team will contact parents/carers when engagement becomes a concern overall, and they will support students to re-engage with their learning.

## **How will I know whether my child is attending all the online lessons?**

Student attendance registers for online lessons on Google Classrooms are logged every day on our class attendance registers.

Daily contact will be made with parents/carers to identify which students are not attending Google Classrooms online lessons.

Covid-19 weekly attendance trackers on excel are updated weekly.

## **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.

Our approach to feeding back on pupil's work is as follows:

- whole-class feedback or quizzes marked automatically via digital platforms
- weekly submission of at least one key task / assignment for English and maths. These tasks will be aligned to Google Classrooms lesson content
- written tasks for additional subjects – at least one piece of formally assessed work across the half-term
- lesson feedback through various strategies – chat function, questioning, oral discussions, form quizzes, polls etc.

When students are in school, the usual Assessment for Learning policy aligned to our curriculum map will be implemented.

Formative assessment: teachers will use the work students complete to shape the next lessons / learning tasks. Feedback may be provided to the whole class, where teachers will unpick misconceptions during their lessons.

## **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 students, for example some students 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:

- SEND students will be contacted twice weekly to ensure they are safe and well
- key workers will speak to students over the phone to ensure that they understand the work they have to complete and how to access it
- teachers will continue to scaffold and differentiate student work so that it is tailored to their needs.
- Students who cannot engage with online learning, even after staff are informed of difficulties and have adapted work, will be offered support in school.

### **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 may 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 will continue to offer a blended model of curriculum delivery which means that teachers will deliver their lessons physically in school whilst logging into Google Classrooms for students who are isolating at home.

For students isolating at home, teachers will present a mix of ‘live lessons’, pre-recorded lessons and independent learning tasks. Students are encouraged to contact their subject teacher or key worker should they require additional support or guidance.