



## Remote Education During Closure

Information for parents and carers about the provision of remote learning and safeguarding guidance.

January 2021

## **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.

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?**

Since March 2020, we have been integrating Google Classroom into our normal timetable of lessons, using it to set homework and to provide students with resources and lesson plans. During this present Lockdown, we will once again be providing online provision, lessons, tasks and resources through Google Classroom. Teachers will also be providing pre-recorded sessions and live interactions using Google Classroom. Learning Booklets can be requested from a student's Head of School and these can either be delivered by hand or posted home.

## 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?

Yes. Our online work setting schedule has been communicated to parents via letters on the school website and Google Classroom. The following is the allocation of study time for our remote learning provision when work will be set on Google Classroom.

### Key Stage 3:

Monday: English, Geography, Sport, Art

Wednesday: Maths, History, Technology, Religious Studies.

Friday: Science, Modern Foreign Languages, Performing Arts

### Key Stage 4:

Monday: Maths, History, Attenborough Options, Religious Studies.

Wednesday: Science, Turing & Hawking Options

Friday: English, Geography, Core Sport, Shelley Options

### Key Stage 5:

Year 12: 8 hours of work per Option subject

Year 13: 8 hours of work per Option subject

## 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: A minimum of 5 Hours each day for Key Stages 3, 4 and 5 as outlined below.

<b>Key Stage 3:</b> Expected study time over 2 weeks -  English, Maths, Science – 6 hrs each	We recognize that students have different needs and that households all have access to different resources and working spaces. Parents and students tell us that specific work set on specific days is more accessible and less overwhelming for students at home. Setting work over a 2-week
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<p><b>Continued:</b></p> <p><b>Key Stage 3:</b> Expected study time over 2 weeks -</p> <p>Geography, History, Modern Foreign Languages, Performing Arts, Technology - 4 hrs each.</p> <p>Art- 2 hrs</p> <p>Sport, Religious Studies, Personal Social Cultural Studies –2 hrs each</p> <p><b>Key Stage 4 -</b> Expected study time over 2 weeks:</p> <p>English, Maths, Science – 6 hrs each</p> <p>Geography/History and other option subjects - 4 hrs each</p> <p>Core Sport -1 hr</p> <p>Personal Social Cultural Studies –1 hr</p> <p><b>Key Stage 5 -</b> Expected study time over 2 weeks:</p> <p><b>Year 12:</b> 8 hours of work per Option subject</p> <p><b>Year 13:</b> 8 hours of work per Option subject</p> <p><b>Tutor Sessions:</b> There will also be daily tutor meetings from Wednesday 13th January. A daily 'Google Meet' will be scheduled during the normal Tutor time, 11.30 am for Years 7, 8 and 13 and 12.00pm for Years 9, 10, 11 and 12.</p>	<p>schedule means that students receive at least 5 hours of work each day.</p>
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**Live Interaction Ratio:** In consultation with staff and parents and in line with research-based evidence, we have decided to offer the following ratio of live interactions with students online during their normal timetabled lesson slots:

**KS5:** 2 slots per week

**KS4:**

English x 2 per week

Maths x 2 per week

Science x 3 per fortnight.

GCSE Options: 1 per week

**KS3:**

English/Maths/Science - All 3 per fortnight.

Geography, History, Modern Foreign Languages and Technology - 1 per week

Art: Every third lesson.

Expressive Arts – Every third lesson.

Religious Studies and Personal Social Health Education – Every third lesson.

Sports staff are in school delivering practical sessions to our students. They continue to set other 'online work'.

## Accessing remote education

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

All work will be set using Google Classroom.

All students have their personal usernames and passwords to access Google Classroom.

Pre-recorded sessions, live interactions and Tutor Google Meets will also be set using Google Classroom.

### 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 can loan laptops and other IT related devices to individual students where they are struggling to access online remote learning. Parents and Carers should contact their child's Head of School using:

<https://www.budmouth-aspirations.org/contact-us/>

or by calling 01305 830500.

We can also post or deliver home printed work and Learning Booklets if parents and Carers contact Heads of School to action this.

Teachers will arrange for assessed work to be returned to students via collection at School Reception as necessary.

## How will my child be taught remotely?

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

### **Our approach will be to offer a range of learning tasks which will include:**

Some extended independent tasks that may take several hours to complete.

Some shorter learning tasks to test memory and recall.

Some 'live interaction' with their teacher which may include whole class feedback on work completed, an explanation of work that has been set, an introduction to new concepts, or even question and answer sessions.

Some access to 'pre-recorded' teaching i.e., Explanation or feedback from their teacher.

Some access to other learning resources and tasks including programmes like Seneca, Hegarty Maths, BBC Bitesize, or the special Virtual School created by the government, Oak National Academy.

The use of Learning Booklets available from Heads of School.

Here for example are great opportunities for extension tasks and further learning:

<https://www.thenational.academy/>

<https://www.bbc.co.uk/bitesize>

<https://www.bbc.co.uk/teach/live-lessonshttps:>

<https://senecalearning.com/en-GB/parents>

One thing that was noticeably clear from research is that attempting to follow the same 5 x one hour lesson normal school timetable at home is neither practical, nor successful. A 'typical' one hour lesson would contain some teacher input, time with students working independently on tasks, time with students working collaboratively, teacher correction and reflection on main points and then differentiated approaches to practising key tasks and skills. This is all carefully timed and managed to fit the one-hour time period. This is not feasible with students working from home.

## 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?**

Students have been trained in how to use Google Classroom and know how to access work set by teachers; students are already used to accessing Homework via this format.

We recognize that all home situations are different regarding ICT access therefore gaining a quiet space to work in and varied home circumstances will not always fit with our online work schedule. Parents and Carers can help their children by encouraging them to access Google Classroom, spend some quiet time working on set tasks and to be organized in joining relevant live interactions and tutor times. If there are any issues or questions, then we ask parents and carers to contact us to discuss.

The expectation is that students will complete all work set each day and participate in live interactions when timetabled.

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

If there are concerns across the curriculum, Heads of School will monitor students' engagement with Google Classroom and ask Tutors and Pastoral Support Leaders to contact home to discuss how we can help support students in their remote studies. If the issue with non-completion of work is subject specific, then we will ask teachers to contact home to discuss any possible support. Daily checks for engagement will be made by class teachers including weekly monitoring by leaders.

### **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:



We will use the following blended learning strategies to feedback to students on their progress and offer assessment: Teachers will use live interactions to feedback on set tasks and discuss success criteria. Teachers will use pre-recorded sessions to model strengths and areas for improvement regarding a task. Teachers will use whole class feedback sheets and templates to discuss areas to improve and to offer praise with a class. Quizzes and tests will be used to assess understanding as will other written work like essays or exam papers. Individual verbal and written feedback will be used via Google Classroom. Teachers will also use success criteria, modelled in lessons so that students can self-assess their work. The usual cycles of student assessment within subject areas will continue as planned by school leaders and Aspirations Academies Trust.

## **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:

Teachers will ensure that work set is challenging and accessible for all.

Teachers will use data and previous assessments to refine their live interactions and online work setting for the specific needs of students. This might include differentiated activities or 1 - 1 discussions via Google Classroom. Students with specific needs will also receive specific feedback from the teacher to enable them to make progress. Teachers are trained to use scaffolding and the modelling of success criteria to provide opportunities for students to learn in small steps. Teachers also feedback to students regularly providing areas of strength and improvements.

During CPD sessions and Subject Area meeting agendas, teachers are given the opportunity to share strategies to support SEND students and to share best practice with others. The SENDco and her team also share strategies on a weekly basis with teachers to support effective classroom practice and online learning.

If you have any questions about the work set, please contact your child's teacher.

For specific advice, the SEND and Pastoral Team can be contacted at the school: <https://www.budmouth-aspirations.org/contact-us/>

## **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?**

Teachers will ensure that work is set for all students on Google Classroom so that if students are absent for any reason they do not miss out on their learning. This work will replicate, and complement work delivered in class (when not in Lockdown)  
Lesson content will be the same as tasks set in Google Classroom but would not include instant verbal feedback or in class discussion for example.

## Safeguarding

**In order to make sure that your child stays safe online, we ask that you follow these guidelines during live interactions.**

Please ensure that access to the platform is made through the parent/carers account unless your child meets the age restrictions for the platform.

Students/parents/carers should ensure that there are no distractions.

It is not appropriate for parents or carers to take part unless invited to do so.

Where possible your child must take part in video calls in a suitable communal environment. We appreciate that this is not always possible and some of the video calling software has a built-in option to 'blur' the background - you may feel this is an appropriate feature to turn on.

All members of the household must be aware that the call is taking place and make sure they use appropriate language and behaviour when nearby or in the background.

Your child must be appropriately dressed (uniform is not necessary, but they should not be dressed in sleepwear and should be fully dressed in clothing that covers the top and bottom half of the body).

Please make sure your child has 'logged off' the call correctly and signed out before turning off any devices.

You and your child will not try to contact any teachers or school staff using these online tools outside of the pre-arranged calls. If you need to contact a teacher or member of school staff for any reason you will do so following your normal contact procedures.

Students must listen to instructions and enable or disable their microphone when requested.

The same rules of conduct and behaviour will apply as they apply in the classroom.

Students/parents/carers should not take photos, screenshots, record, any video or audio from sessions or attempt to live stream it from their mobile phones.

Any breaches of the points above will result in students being immediately removed from the session, potentially being banned from all future sessions and further sanctions may be implemented in accordance with the academy's behaviour policy.

**In order to protect your child, we will follow these guidelines:**

No teacher or member of school staff will contact you or your child outside of any pre-arranged meetings using these online tools and if they do need to contact you they will do so following their normal contact procedures.

Teachers will check any links or videos they may direct your child to and make sure everything they use is age appropriate.

Teachers and other adults on the call will use appropriate language/behaviour throughout the call.

If not in school, teachers will ensure they are in a communal living space throughout the call.

Where possible teachers will blur the background in any video calls and any members of their household will use appropriate language/behaviour throughout the call.

We will record and store sessions on school systems for safeguarding purposes and ensure that online learning tools are in line with data protection and GDPR policies.

If you have any questions or concerns about your child's use of online tools, please contact us on 01305 830500.