

## REMOTE EDUCATION PROVISION 2020-2021

### Information for Parents

This information is intended to provide clarity and transparency about what to expect from remote education when national or local restrictions require entire cohorts (or bubbles) to remain at home.

#### The remote curriculum: what is taught to pupils at home

The remote curriculum is identical to the one taught in school, with some obvious modifications and adaptations in subjects such as PE, Art and Technology.

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

If your son/daughter has to stay at home/learn because of COVID restrictions, they will be **taught the same lessons** at the **same time** as they would **normally when in school**. Pupils will be invited to lessons via Microsoft Teams as soon as their subject teachers know a pupil in one of their classes is learning at home. Occasionally this may be delayed for up to a day, depending when we know a pupil is having to stay at home because of COVID.

#### 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 as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, the structure and content of a PE lesson at home will not be the same as in school. At home, pupils will be required to engage in more personal fitness and activities, using live as well as pre-recorded videos led by our PE staff. In Technology, pupils do not have access to the CAD software and laser cutters we have in school, but they will still be required to 'design, make and evaluate' using various other resources.

### Remote teaching and study time each day

#### How long can I expect work set by the school to take my child each day?

Key Stage 3 (Years 7, 8 and 9)	4 - 5 hours
Key Stage 4 (Years 10 and 11)	5 - 6 hours
All pupils will be taught five lessons per day following their normal school timetable. There will also be a weekly tutor time 'catch up' from 8.40 - 8.55am.	
Years 7 and 10	Years 8, 9 and 11
8.40 - 9.00am Tutor Time 'Catch Up'	8.40 - 9.00am Tutor Time 'Catch Up'
9.00 - 10.00am Lesson 1	9.00 - 10.00am Lesson 1
10.00 - 10.20am Break	10.00 - 11.00am Lesson 2
10.20 - 11.20am Lesson 2	11.00 - 11.20am Break
Years 7 and 10	Years 8, 9 and 11
11.20 - 12.20pm Lesson 3	11.20 - 12.20pm Lesson 3
12.20 - 12.50pm Lunch	12.20 - 1.20pm Lesson 4
12.50 - 1.50pm Lesson 4	1.20 - 1.50pm Lunch
1.50 - 2.50pm Lesson 5	1.50 - 2.50pm Lesson 5

Lessons will be approximately fifty minutes to enable pupils/teachers to have a brief respite from screens and prepare for the next lesson.

## Accessing remote education

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

We are using the following online tools and digital platforms to deliver lessons and assist with assessment.

- **Microsoft Teams** enables teachers to promote learning in a 'virtual classroom'. It is free and all pupils are eligible for Office 365, which includes Word, Excel, PowerPoint and OneNote.
- **Firefly** is our **Virtual Learning Environment**. This is a 'space' in which teachers/pupils can access all resources needed to complete particular tasks. **Pupils upload completed work and assignments to Firefly**, allowing teachers to provide feedback and assess the quality of the work produced. Departments also use various pieces of software (Hegarty Maths, Seneca Learning) which allows pupils to complete questions and tasks independently.

### 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.

- If you need your son/daughter to **borrow a laptop**, or has any problems with an internet connection or a data issue, please email **Mr Kingaby our IT Network Manager** ([kingabyg@broughtonhigh.co.uk](mailto:kingabyg@broughtonhigh.co.uk)).
- If your son/daughter needs to access any printed materials (exercise books, text books, reading books, resource sheets) because they do not have online access, please **email/telephone the relevant Progress Leader**.

Year 7	Mr Bailey	<a href="mailto:baileys@broughtonhigh.co.uk">baileys@broughtonhigh.co.uk</a>
Year 8	Miss Cross	<a href="mailto:crosse@broughtonhigh.co.uk">crosse@broughtonhigh.co.uk</a>
Year 9	Mrs Bamber	<a href="mailto:bamberv@broughtonhigh.co.uk">bamberv@broughtonhigh.co.uk</a>
Year 10	Mrs Higham	<a href="mailto:highamj@broughtonhigh.co.uk">highamj@broughtonhigh.co.uk</a>
Year 11	Mrs Boardman	<a href="mailto:boardmana@broughtonhigh.co.uk">boardmana@broughtonhigh.co.uk</a>

- If your son/daughter needs to submit work to their teacher, yet they do not have online access, they can complete it on paper and leave it at Reception.

### How will my child be taught remotely?

We use a combination of the approaches to teach pupils remotely.

**EVERY lesson will be 'live' and led by the teacher** using Microsoft Teams. The teacher will schedule lessons and the pupils will be invited via Teams. Teachers will begin a lesson in the usual way, be greeting individuals and taking a register. We expect every pupil to adhere to our code of conduct - **Pupil Behaviour in Remote Lessons**. Throughout all remote lessons, the principles, qualities and high expectations of all will be the same as in the classroom. The characteristics of a 'Great Lesson at Broughton' are fundamentally the same, whether a pupil is being educated in school or remotely.

A 'typical' remote lesson may involve:

- a teacher sharing their screen and explaining, modelling, demonstrating or introducing some new knowledge or skill.
- questioning by the teacher of individual/all pupils using a variety of techniques, as well as the 'chat' facility. The microphone of all pupils must be muted at the beginning.

- elements of recorded teaching. For example, video/audio recordings made by teachers, BBC Bitesize, Oak National Academy lessons.
- the use of available websites either supporting the teaching of specific subjects (Hegarty Maths) or aids to assessment (SENECA/Bedrock Learning).
- textbooks, workbooks and reading books which pupils will have at home.

A 'typical' lesson will include a **blend** of direct inputs from the teacher and tasks that pupils will be required to complete independently themselves. There will be a balance of activities to ensure that pupils do not spend too much time on screen.

All lessons will be recorded to assist with safeguarding for both pupil and teacher.

Furthermore, pupils can access these recordings if they have missed any sessions because of illness.

Pupils can access resource sheets, slides from lessons, lesson materials on Firefly. When they have completed a piece of writing, answered some questions, completed an assignment, then it is uploaded to **Firefly** and this enables the teacher to assess the quality of what they have produced.

## Engagement and Feedback

### Our expectations for your child's engagement and the support that we as parents and carers should provide at home.

We expect every pupil to follow the **Pupil Guidelines - Remote Learning** (separate document). Unless they are suffering from illness, **every child should attend every online lesson**. The expectations for attending remote or online lessons are just the same as attending school. Our expectations are clear, simple and unequivocal. All pupils must:

- ✓ arrive on time to all online lessons
- ✓ ensure that they have the required equipment in advance of the lesson
- ✓ keep camera turned off unless specifically told to turn it on by the teacher
- ✓ keep microphone muted unless told to unmute by the teacher
- ✓ only use the 'chat' function if directed by the teacher and only for purposes specified
- ✓ use respectful language at all times
- ✓ use the 'raise hand' function in order to answer a question
- ✓ complete all tasks to the same standard as in school
- ✓ never record the lesson or share images from the lesson/VLE

Our expectations of parental support are outlined in a separate document, **Parent Guidelines – Remote Learning**. Families can support their sons/daughters in a number of ways:

- ensure, as far as possible, that a child can access online lessons in a quiet environment
- encourage a child to participate fully in online lessons and complete the work set by teachers to the highest possible standard
- ensure that no element/part of a lesson is ever recorded by any family member
- take an interest in a child's learning
- avoid making adverse/inappropriate comments about members of staff/the school. As always, be as supportive as possible.
- support a child's personal organisation so they attend every lesson on time
- contact school at the earliest opportunity if any concerns
- take care of any equipment loaned by the school. Report any breakages or damages immediately.

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

Unless you have informed us otherwise, we expect all pupils to engage with every single remote lesson. The pupils cannot choose which lessons they attend. The expectations of remote lessons are exactly the same as 'normal' lessons in school. The **subject teacher** will take a register at the **beginning** of every lesson to check a pupil is present.

During a lesson, a teacher will constantly/routinely check if a pupil is alert, listening and actively engaging by asking direct questions, by setting a task or through requiring individuals to contribute to the 'chat'. This level of checking will continue during all five lessons each day.

If your son/daughter is unexpectedly absent or 'disappears' during the course of a lesson, you will be informed via ClassCharts the same day by the subject teacher. If this becomes a pattern, then the relevant Progress Leader will be in contact.

**We will contact you by email/phone at the very earliest opportunity** if we have any concerns over your son/daughter's engagement with remote learning.

## **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.

As in 'normal' classrooms, teachers will continue to monitor the quality of responses provided by all pupils and assess understanding based on what a pupil may say or write in response to a particular question. Teachers will offer 'live' 'chat'/verbal feedback throughout a lesson to clarify any misconceptions or to highlight especially detailed high quality responses. Teachers will also:

- add written feedback to work submitted via Firefly
- add written feedback to OneNote (Microsoft Teams)
- record scores from online assessment
- set end of unit assignments and assess/record accordingly
- mark/comment on work that is uploaded on to Firefly

## **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.

Our SENDCo (Mrs Gledhill, Assistant Headteacher), [gledhills@broughtonhigh.co.uk](mailto:gledhills@broughtonhigh.co.uk) will ensure that the needs of pupils with SEND will be met through:

- identifying and providing Teaching Assistant support wherever possible
- identifying and using specialist software packages to support individual pupils
- reminding all subject teachers of the particular SEND needs of the pupils they are teaching
- providing suitable technology to assist any particular SEND pupil who is learning at home
- ensuring that pupils with EHC plans continue to have their needs met while learning remotely.

Mrs Gledhill (and the Teaching Assistants) will be in **regular communication** with home to monitor progress and to highlight successes and specific areas requiring additional support.

## Remote education for self-isolating pupils

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

In such circumstances we will strive to ensure that the quality of provision for the child at home is not too dissimilar from the experiences of their peers in school. We will seek to achieve this through:

- All subject teachers will be notified each day/at the earliest opportunity of the names of any pupil who has to self-isolate and such pupils will be invited into their normal lessons via Microsoft Teams.
- Pupils will follow their **normal timetable** and it is expected they will attend unless a pupil is too ill to participate.
- The teacher will welcome the pupil(s) who are learning remotely at the beginning of the lesson and teach to both the pupils in school/at home.
- The teacher will share their screen with the pupil(s) at home and involve them intermittently in the lesson, with questions and explanations using the chat/unmuted microphone.
- 'Remote' pupils will be directed to complete any work either in books or upload on to Firefly.
- Any work that needs assessing will be undertaken by the teacher in the usual manner.