

# Information for Parents regarding remote learning at Bedford High School

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Bedford High School

## **Remote education provision: information for parents.**

This information is intended to provide clarity and transparency to students 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.

Ofsted have recently defined remote education as “any learning that happens outside of the classroom, with the teacher not present in the same location as the students.”

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

Our aim is to deliver a high-quality curriculum so that students know more and remember more. Remote education is one way of doing so. Wherever possible, we teach the same curriculum remotely as we do when we are all in school together. However, we have needed to make some adaptations in some subjects for example, this has been the case with some practical subjects. Subject Leaders are reviewing weekly the progress being made against the curriculum to maximise the learning experience in the current climate. Our teachers may prioritise the most important knowledge or concepts students need to know when teaching content remotely. Our teachers will want to revisit prior learning regularly and they will want to practise and develop existing knowledge and skills.

## **Remote teaching and study time each day**

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

We provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently. This will be a minimum of 5 hours per day in line with the school timetable. Students will also have at least one weekly Form Period in the week lasting 15-20mins. This will usually take place at 8:30am.

In addition to this, students could be set 'practice work'. This is designed to give students independent time to work on mastering their learning so that it cements to their long-term memory. This follows the same principle as Homework, it is important that students take the time to get to grips with their learning. Students working towards formal qualifications will also be issued guidance and revision resources to work on after school hours. This will increase the likelihood that students will continue to be successful when they return to school.

## **Accessing remote education**

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

All work will be assigned on the Frog VLE. The link for frog is accessible via the school website where you will also find parental and student support for its use. Staff may also use school email to communicate information around the work being set. When teachers are offering Zoom lessons, the invitation to this meeting will be signposted on Frog. Resources to support our platforms and IT are located in the 'Home Learn' tab of the school website.

## **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 are aiming to ensure that every student has access to our remote learning. However, if you are unable to access remote learning, we advise that you contact the Pastoral Guidance Officer for your child so that we can resolve this. Ofsted's recent research indicates that there is some evidence to suggest that a better remote learning experience can be achieved by using a bigger device such as a PC or Laptop. Students tend to spend longer accessing a remote lesson when they are using a Laptop rather than a phone (tablets are in between). There is further guidance on how this could be achieved through screen mirroring in the 'Home Learn' tab of our school website.

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

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

### **Whenever possible teachers will do live teaching via Zoom lessons.**

When it is not possible to offer a Zoom lesson, teachers will assign independent and 'practice' tasks linked to their live teaching. These will be signposted on Frog. Work could also include:

- recorded teaching (e.g. Zoom lessons or Oak National Academy lessons, video/audio recordings made by teachers)
- online textbook use.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

**In addition to following the daily timetable, we strongly encourage that students engage in at least 30mins of reading per day. Please see the 'Literacy in Lockdown' newsletter which guides students and their parents on how to access eBooks and audio books. This can be accessed from the school website under the 'letters' tab.**

## 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 expect students to engage with all remote learning assigned by their teachers. It is especially important that all students attend Zoom lessons. We want your child to follow the teacher instructions carefully and to email their teacher directly when they get stuck.
- We want our students to be alert, focused and thinking during remote learning. We want them to avoid distractions such as social media and gaming.
- We want our student to have healthy routines and habits. Their remote learning day should mirror the normal school day.
- Your child should be organised and keep a record of their work so that they can bring it into school when they return.
- Parents are advised to follow the 5 steps outlined in our Parental Guidance document in the Home Learn tab on the school website, from the drop-down menu click on 'Home Learning Parents' tab and the document is called 'Remote Learning guidance and support for our parents'. We elaborate on the following 5 factors as being especially important in this document:
  1. Establishing a productive **routine and healthy habits**- sleep, exercise and diet. Ready to start the remote learning day at 8:30am
  2. **Avoiding the enemies of learning** i.e gaming and social media
  3. Organisation
  4. **Key questions** to maximise learning- develop discussions around your child's learning.
  5. **Recognition and praise**- taking the time to recognise and praise their work. Getting to know your child's work better.

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

Parents are encouraged to follow the recommendations outlined in the 'Remote learning guidance and support for parents' document in the Home Learn tab on the school website. This will enable you to see firsthand how well your child is engaging with their work and reduce the likelihood of any concerns emerging.

In addition, we will keep attendance registers for to all scheduled Zoom lessons. Parents are encouraged to let the school know in advance if their child cannot attend a Zoom lesson for any reason.

When a student is absent from a Zoom lesson this will be marked as N on the register. Unless we have advance notification of any known absence this will trigger a phone call home to ascertain the reason for absence.

When a teacher sets learning assignments on FROG (in lieu of live teaching) they will not keep an attendance register for this lesson. Your child will be expected to submit their work to their teacher by the requested deadline. When a child does not submit work, or if the quality of the work is below the student's potential, then the teacher will log this as 'Non-engagement with home learning'. The incident log will trigger a phone call 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:

We recognise that individual feedback will always lead to better outcomes. This is why we will continue to offer feedback wherever possible. The best feedback can occur when it is immediate or in the moment and this is why live online teaching via Zoom can offer effective feedback. The feedback process in online live teaching relies on the interactivity between student and teacher and, therefore, your child should have their microphone connected and ready to unmute themselves whenever they are invited to do so. Teachers will aim to provide weekly feedback wherever possible to submitted work. This may not always be possible due to the increased demand on student feedback during remote learning. At times, teachers will use whole class feedback to share general misconceptions, common errors or model excellent work.

Our teachers use multiple online platforms to assess the learning. Teachers routinely use their Do Now (starter) activities online to check the understanding of prior learning. This helps our teachers to both establish how well the learning is being mastered and it informs future planning.

It is very difficult to offer summative formal exams in the current climate as we are not able to apply exam conditions in the usual way. However, we will still endeavour to carry out summative assessments during remote education. We will put conditions in place to support the success of this which including:

- Informing parents of when these will take place and, where possible, to supervise their child as they complete the assessment online.
- Ensuring that strict timings for the exam are in place and this includes when the students are expected to submit their tests back to the teacher at the end of the exam.
- Using all historic formative and summative assessments to establish current grades and progress.

## **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:

Wherever possible, students with special educational needs and disabilities (SEND) access the same lessons as their class peers using remote learning so that they are included in their regular classes. Additional support is offered as outlined below.

To sustain motivation and to recognise the positive learning of our students, the Department Of Special Educational Needs (SEND) and The Aspiration Centre (AC) staff regularly contact students with SEND and their families to encourage, praise and celebrate the efforts, achievements and successes of our students with SEND and / or additional needs. Contact is by email to students at home, to offer direct support so that students can gain 1:1 help from either their subject teacher or staff from the SEND Department or AC. These support staff are available for further explanation and also join some of the zoom lessons to participate. Staff use the identified strategies on the SEND Student passports to support learning.

Regular contact with families, by phone or email, also gives you the opportunity to highlight any concerns so that we can offer or signpost the appropriate support and guidance. This may be technical or further differentiation and explanation. Devices and / or internet support are provided for students who need them with advice on how to change the colour of their screens, enlarge text and other practicalities which enhance the online learning experience.

All students with an Education, Health and Care Plan (EHCP) are offered a place in school where they can gain support in the classroom when accessing their remote learning.

Where possible, we arrange the continuation of any additional support that is usually accessed in school. For instance, Soundwrite, Maths Recovery and Talking Partners. Where students have support from specialists outside school, we contact them to try to arrange for Covid safe meetings to continue in school or for online live sessions to be conducted. This is discussed with families to make the necessary arrangements.

## **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?**

Our Contingency plan (accessible on the school website in the 'Home Learn' tab) for remote learning outlines how we ensure that remote education is still accessible for all students who are self-isolating. We approach this by considering 2 scenarios:

**Scenario 2:** A group of students need to self-isolate e.g. a year bubble, but the rest of the school is still open for other year groups.

**Scenario 3:** Individual or smaller groups of pupils need to self-isolate, but the school is still open, and all timetabled lessons continue to be delivered.

The following action is taken for each of these scenarios when they are triggered to ensure that students can still access remote education:

### **Scenario 2:**

1. All students still attending school will continue to follow their timetable and will continue to be taught in classrooms.
2. All students in the group that are self-isolating will continue to be taught for each timetabled lesson, but this will be done remotely through Zoom lessons. Teachers will be able to carry out these Zoom lessons from their timetabled classrooms in school.

### **Scenario 3:**

1. All students still attending school will continue to follow their timetable and will continue to be taught in classrooms.
2. All students self-isolating will be assigned work for each of their lessons.
3. Students may be sent recorded lessons to support their learning.
4. Teachers may also invite self-isolating students to join a Zoom lesson so that these students can join the learning live in the classroom with their classmates. This is more likely when a significant number of students in a class are self-isolating.