

## **BRGS Remote education provision: information for parents Jan 2021**

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**

#### **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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example:

- practical work in technology subjects may be different since students will not have access to specialist facilities in school.
- activities for PE will be focussed on well-being and physical activity which can be carried out individually at home.
- activities for Music will not involve the normal practical activity which would take place in the classroom. Additionally, peripatetic lessons are taking place remotely.

### **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 five hours each day (for students in KS3 and 4) with more set for students in exam years, and at Key Stage 5. In Key Stage 5 there will be a larger degree of independent study to reflect the fact that A-level students would normally be doing a significant amount of independent study to support their timetabled curriculum time.

### **Accessing remote education**

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

All remote learning provision will be through Google classroom. Students have their own login and can access classrooms for each of their subjects.

#### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We have been working proactively to try to resolve any access issues that students may have. This includes the loan of laptops to students who do not have appropriate equipment at home. We have also provided information to parents about free additional data and it may also be possible to loan devices (eg dongles) that provide internet access.

Students who have difficulties with access should contact the relevant Head of Year in the first instance and we will then explore possible solutions.

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

As a school, we are adopting a 'one size does not fit all' approach to remote learning, but we are developing a range of different teaching and learning interactive strategies suitable for a range of different subjects. Research shows that it is not the method of delivery that is important by the quality of teaching provided. The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. Remote education is one way of doing so. This means that everything we know about what a quality curriculum looks like still applies. Like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step.

Whatever method subjects employ, all staff are seeking to ensure that their curriculum and teaching is as effective as possible.

All departments have developed their own bespoke model for remote teaching that includes:

- Voice over PowerPoints to add additional information to aid understanding.
- Worked examples to model thinking.
- Recorded teaching/demonstrations to walk students through a process.
- Live teaching using Google Meet
- Recorded teaching from commercial or other websites
- Long-term project work and/or internet research activities

## **Engagement and feedback**

### **What are your expectations for my child's engagement?**

All year groups should follow their normal timetable. Lessons may be delivered live via Google meet or resources for the lesson will be posted on Google classroom by the start of their normal lesson time. Students should check the Google classroom at their normal lesson time to see whether a live lesson will be running or to access the appropriate resources.

Where a live lesson is running, students are expected to attend, and staff will be monitoring attendance. If the lesson is not running live, then assignments will be set and there will be instructions about what needs to be uploaded to Google classroom once the lesson has been completed.

We understand that there are challenges with access to technology which may make this difficult – if there will be particular difficulties with attending live lessons, then your child will need to contact the relevant teacher to let them know. If there is a requirement to upload work from a lesson, then this should be done by 6pm on the day of the lesson.

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

We are required by the DfE to monitor engagement and to contact you if your child is not engaging with remote learning. We will be using our behaviour system to do this using new behaviour codes. You will receive notification through the INSIGHT behaviour system if your child has not attended a live lesson, not completed the required work, or not engaged effectively in a lesson.

We fully understand that there may be challenges with engaging with remote learning for a variety of reasons, so these codes do not have penalty points attached, but are primarily a means of monitoring engagement across the school, in order to allow us to intervene and support, as well as facilitating communication with you.

### **How will you assess my child's work and progress?**

Teachers will also gauge how well students are progressing using a range of suitable tasks such as:

- Online quiz platforms to assess understanding.
- A range of written assignments.
- Question and answer sessions through online platforms such as Google Meet and Google Chat.
- Peer interactions

Students will receive feedback but this may not always be individualised and written. Sometimes whole class feedback can be provided based on results of assessments and quizzes. On-line activities such as quizzes may be marked automatically. Individual written comments may be provided on specific assignments. Feedback may be written or verbal but either way will provide clear advice on how to improve.

### **How can I support my child at home?**

1. Encourage them to develop an effective routine to check and complete the work in a timely manner. It may be helpful to study subjects as they appear on their school timetable. Most students are used to working between the hours of the school day but this may need to be adjusted to suit home life. Children respond really well to routines and structure. The sooner you create a routine, the easier it is to maintain it. This may not always be possible, if work is not available for the start of the lesson for the reasons above, but having some routine will help.
2. It is important that a student gets a good balance of relaxation as well as work so encourage them to take breaks to relax and time to do activities away from the computer as they would in the normal school day.
3. Encourage them to think carefully about the feedback they have received and respond as directed to ensure they progress well.

4. Talking with children and encouraging them to explain their learning is a helpful strategy to help them embed new learning and link this with previous knowledge, understanding and skills. This is great for consolidating learning.
5. Prompt your child to set short-term goals, and to self-evaluate their progress at the end of each day or week based on those goals. This also will ensure that the learning is embedded and long term.
6. Encourage your child to consolidate learning through retrieval practice. For example, quizzing them on the content they have covered in a lesson, creating and using flashcards where helpful.
7. When it comes to learning, reviewing information is not enough. Ensure your child is testing themselves regularly as well. After this, they should be reviewing notes to ensure they were accurate.
8. Children will also need to revisit prior learning to ensure it truly has been consolidated and can be accessed easily when required. Again, questioning them and encouraging them to use online learning tools like Quizlet and Kahoot! can be a great way to do this.
9. Always try to be positive about learning from home. Even if you do not feel confident enough to support your child with specific subjects, being positive and encouraging them is helpful.
10. Encourage them to follow the guidance provided by each of their teachers for what to do when stuck in terms of accessing resources and seeking support.
11. Ensure work is completed in a suitable environment. This could be a table, desk or kitchen counter with minimal distractions (music, TV, computer, brothers or sisters!).
12. Sign up for the automatic daily or weekly email update from Google classroom which will give you information about what assignments have been set, and also what work has not been completed by the appropriate deadline. If you have not yet signed up for this, then please contact [ictsupport@brgs.org.uk](mailto:ictsupport@brgs.org.uk) who will set this up for you.

#### **Additional support for pupils with particular needs**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may require additional support with accessing remote education. We will work with parents and carers to support those pupils and develop appropriate approaches that work for them on an individual basis.

#### **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 approach may vary across subjects and may include:

- Invitations to join lessons via live Google Meet links which will enable them to participate in lessons that are taking place in school
- Recorded lessons available through Google classroom
- Recorded presentations
- Assignments set on Google classroom.