

# Remote education provision in the event of a whole school closure or isolation as the result of Covid: 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 if **local restrictions require entire cohorts (or bubbles) to remain at home**.

For details of what to expect where **individual pupils are self-isolating due to Covid, but are not unwell** please see the final section of this page.

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

Where students are unable to attend Bennett because they have been directed to access remote education, they will continue to access the school's curriculum. The school understands that this curriculum represents the important public knowledge that all students should be in a position to learn. This will be the case whether there are a small number of students being taught remotely due to Covid, or whether an entire cohort is being taught remotely.

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

Bennett is well-prepared and well-practised in teaching remotely, and, where a whole year group or cohort is accessing remote education, students can expect to access work on the first day of remote education.

Where the majority of students are in school but only a small number have to isolate, there may be a slight delay on day 1 of the isolation period, as teachers will need to be informed and prepare for teaching students that they are teaching remotely alongside those who are in classes in school.

## 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?

Wherever it is practically possible, students will continue to access the school's usual curriculum throughout any period of remote education.

In some subjects there will be barriers to this and teachers will need to adapt the curriculum accordingly. This is likely to be the case in some practical subjects such as art, textiles, music, PE, food and nutrition, drama and product design.

In art, textiles, food and nutrition, drama, music and product design which entail practical making or performance students will have to make use of different media to those that they might use in school and there will be a stronger emphasis on the theoretical, cultural and historical components of the subject.

In PE students will not be in a position to participate in team sports or interactive physical activity, so the emphasis will be upon personal fitness and knowledge of the body and health.

## **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:

|                                                                                  |                                                                                                                                                     |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Secondary school-aged pupils not working towards formal qualifications this year | 5                                                                                                                                                   |
| Secondary school-aged pupils working towards formal qualifications this year     | 5+<br><br>For post 16 students this should be exceeded as they will need to pursue independent study in depth. They should be working for 6-7 hours |

## **Accessing remote education**

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

MS Teams will continue to be the sole platform used by students to access remote education. MS Teams can be used on PCs, laptops, tablets and smart phones, which means it is highly accessible for all students.

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

We have taken a number of steps to identify students who may have issues with access; these include parental surveys and surveying students in tutor time. Where an issue with digital access has been identified, we have provided laptops or have ensured there is on-site provision and supervision for students to work safely in school.

If a live video lesson is taught, they can be recorded and uploaded to Teams so that where access is restricted is limited or intermittent, due to the need to share a device, students can view them when they do have access to a device at the time of the lesson.

For most subjects, students have also been provided with a text book to take home. This allows for further study and consolidation where students may have not had full access to a live lesson.

If online access problems arise during remote education please contact your child's year manager.

## **How will whole classes be taught remotely?**

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

- Teachers will organise teaching for students, following their normal school timetable.
- Normally, this will include a live video or recorded video lesson. It will include 20-30 minutes of teacher instruction followed by 20 -30 minutes of independent practice work by the student.
- MS Teams will be used to provide video lessons. For live video lessons the student will need to have access to the internet at the time their normal lesson starts. If the video lesson is pre-recorded, it will be available on MS Teams for the start of their normal lesson.
- Where a student cannot access a live video lesson, the lesson will be recorded so that they can watch the lesson later.

- Where a teacher is unable to provide a video lesson or this is not the best approach to addressing this part of the curriculum, tasks will be set on MS Teams before 9.00am on the day of the student's lesson. In this case instruction will be provided clearly in writing, or on a narrated PowerPoint. We expect this to be the exception.

## **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?**

Many parents will have to continue to work themselves during any period of remote learning and so not everyone will be able to provide high levels of support at home. In recognition of this we ensure teachers adopt a standardised approach to all remote lessons so that students know exactly what to expect and how to access their lessons. However, some key things that parents can do that will help include:

- Setting and maintaining a daily routine
- Checking in with them at regular intervals
- Encouraging your child to contact their teacher in the first instance if there is an issue with the remote lesson

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

Teachers will use the ipoints system to issue red ipoints where a student has not submitted work.

Teachers will monitor attendance at live video lessons, and they will monitor the work being uploaded to Teams. Where students do not engage with lessons at all or submit work teachers will notify year managers who will communicate with parents directly.

For extended periods of remote learning, parents will receive a fortnightly report from the school to update them on their child's engagement with remote lessons.

### **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:

Assessment is an ongoing and formative process, and it will continue to take place as part of teaching, therefore feedback will also be provided as part of teaching in most lessons as well as in response to work set to practise and embed new content.

Where appropriate, subjects will set regular tests or quizzes that may be marked automatically via an online platform, or will be marked by the teacher when the work has been uploaded to MS Teams. These will indicate to the teacher whether or not the student is making progress and so knowing more and remembering better.

For extended periods of remote learning, more significant forms of assessment will be set every 4 weeks. Once uploaded onto MS Teams, teachers will mark these and provide verbal or written feedback via MS Teams. This more developed feedback sits alongside that which is offered to students as part of lessons.

## **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:

Students with EHCPs will continue to be able to come into school so that support for their learning can be provided.

Regular contact between school and home will be sustained, with the SENCo and Assistant SENCo being based in school to enable contact to be as effective and helpful as possible.

We will remotely check in with students that require support with their organisation.

The SENCo will work closely with teachers to ensure that work is appropriate to needs and accessibility tools are utilised to enable students to be as independent as they can.

Staff training and reminders about student needs will take place.

We will enable as many students with specialist educational needs to have access to live lessons or recorded live lessons so that they have access to careful instruction that can be replayed if required.

We will maintain a standardised structure to lessons so that students get used to what is expected, which better facilitates independence.

We will continue with remote SEND review meetings.

We will continue to access support from other agencies where the student's level of need requires it, such as those needing support from the specialist teaching service.

## Remote education for self-isolating pupils

Where individual pupils need to self-isolate due to testing positive for Covid 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. Pupils will only be expected to complete work if they are not unwell with Covid.

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

- In this scenario teachers will be teaching students who are isolating as well as their classes in school.
- Work will be set so that students are able to keep up with the teaching taking place in class, and this will be provided in one of two ways.
- Students will be instructed to access the lesson live via MS Teams, meaning that they will be taught at the same time as their peers in school.
- Or, where this is not possible, instructions and resources will be set on MS Teams for the student to complete work independently.
- Teachers who set work on MS Teams will aim to provide this work as soon as possible but there may sometimes be delays as teachers will not have the same amount of time as they would have in a full lockdown.
- Students will be given clear instructions by their teachers about what work to upload to MS Teams and when this should be done by.

Dr Karen Brookes, Deputy Headteacher holds responsibility for quality and delivery of remote education at Bennett.